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ABSTRACT

The handbook lists 141 developmental objectives with instructions for remediation to aid children with learning problems in the areas of sensory motor development, auditory perception, language, visual perception, and academic achievement. Objectives are listed in chart format with each objective associated with one or more skill examples, teaching methods, and supplemental teaching ideas and resources. The following specific skill areas are included (with the number of objectives in parentheses): directionality (3), gross motor (8), fine motor (9), auditory discrimination (8), auditory sequential memory (2), auditory closure (1), sound blending (1), auditory receptive language (4), visual receptive language (6), auditory associative language (5), visual associative language (4) expressive language (4), visual discrimination (10), visual sequential memory (8), visual closure (8), word analysis (15), vocabulary development (8), comprehension (8), study skills (11), computational math (13), and practical math (5). A typical example is of an objective is the ability to identify absurdities in pictures for the area of visual receptive language. (DB)

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ED108445

EDUCATORS PRESCRIPTIVE HANDBOOK - A Developmental Sequence of Learning Skills

Developed Through The Department of Special Education

Santa Ana Unified School District
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INTRODUCTION

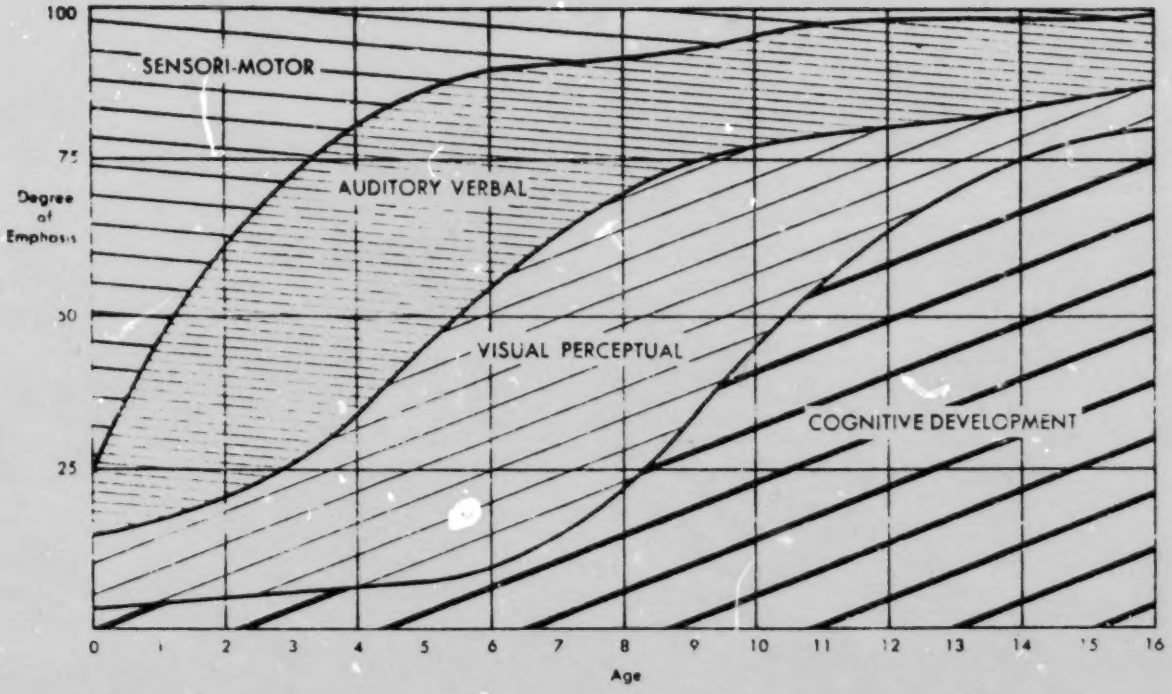
The organization of this book is based upon the various developmental stages which all children go through at different age levels, and which indicate a need for a variety of related experiences in order for maximum development to occur. These then form the foundation for future academic learning. These various stages are as follows: sensory-motor, auditory-language, visual and cognitive.

Many children with learning problems exhibit developmental lags brought about by certain handicapping conditions which have limited experiences necessary for maximum growth. For example, a kindergarten child exhibiting a lag in the sensory-motor area may encounter difficulty with cutting or drawing activities. A child exhibiting a lag in the auditory area may have difficulty in learning to read phonetically. Their need then is one of remediation in the deficient developmental areas.

The intent of this book is to provide teachers with a variety of remedial tasks and objectives arranged along a developmental continuum. It is by no means intended to be the only source of methods or materials. Rather its use is more of a guide to encourage teachers to better develop these concepts.

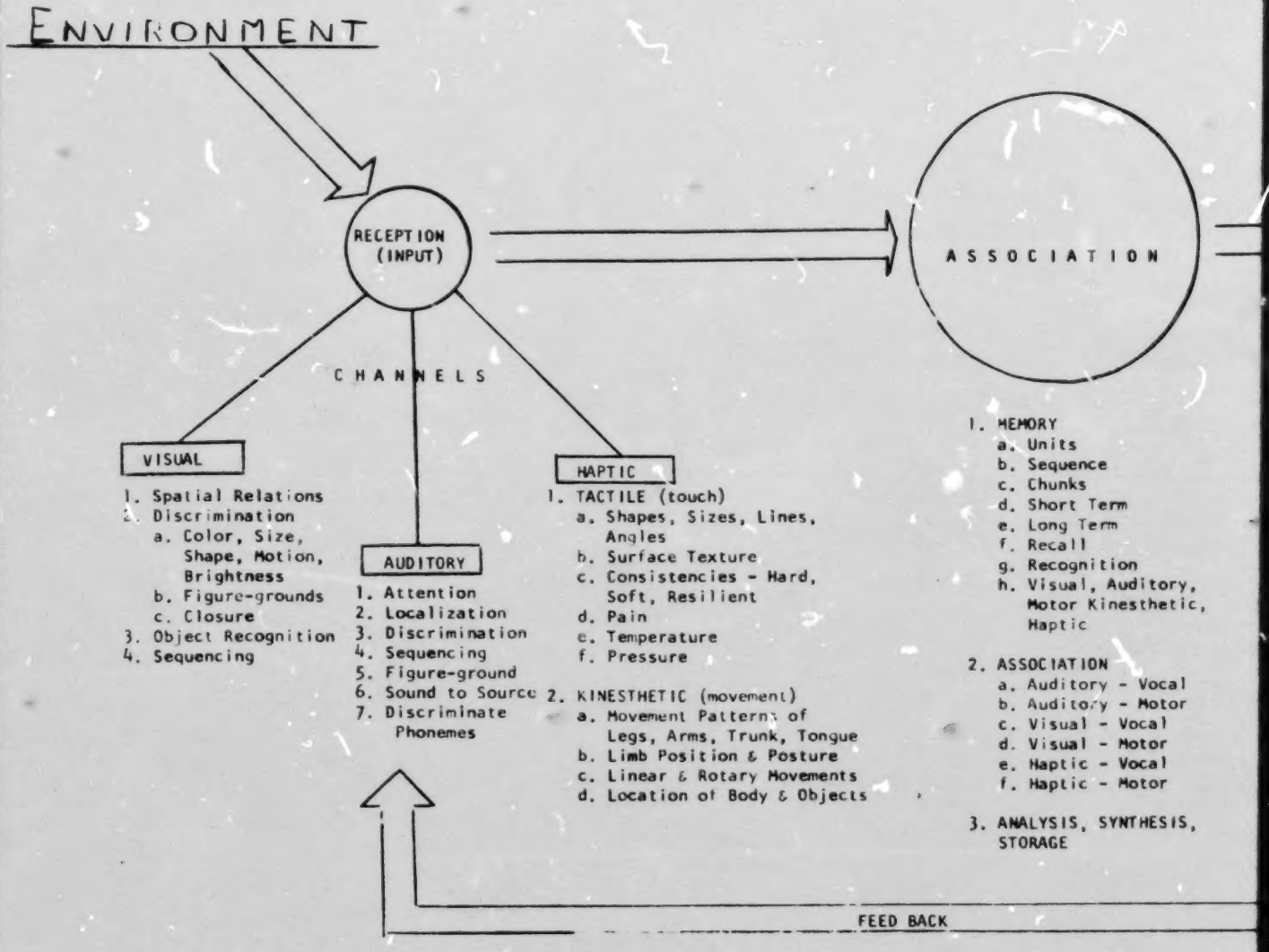
No one philosophy is followed in the organization of this book; however, the thinking of Piaget, Frostig, Osgood and Myklebust are utilized.

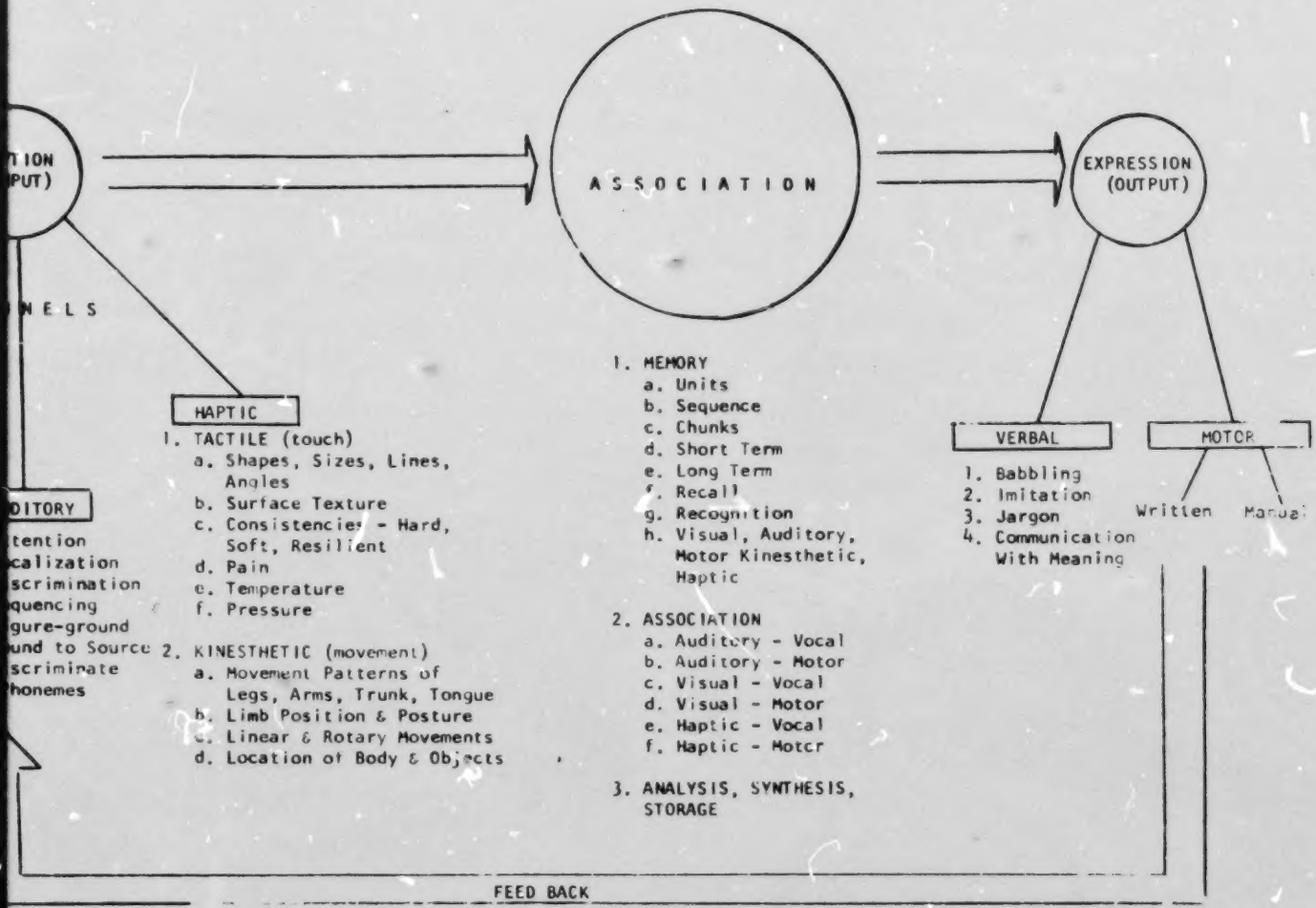
Cecil Berry, Director
Special Education



Hypothetical estimation and postulation of the developmental areas in the perceptual pattern for learning and the degree of emphasis the various areas receive at different ages.*

Kaluger, George and Kolson, Clifford J. Reading and Learning Disabilities. Charles E. Merrill Publishing Company.


ENVIRONMENT
RECEPTION (INPUT)
ASSOCIATION
CHANNELS
VISUAL
1. Spatial Relations
2. Discrimination
a. Color, Size, Shape, Motion, Brightness
b. Figure-grounds
c. Closure
3. Object Recognition
4. Sequencing
AUDITORY
1. Attention
2. Localization
3. Discrimination
4. Sequencing
5. Figure-ground
6. Sound to Source
7. Discriminate Phonemes
HAPTIC
1. TACTILE (touch)
a. Shapes, Sizes, Lines, Angles
b. Surface Texture
c. Consistencies - Hard, Soft, Resilient
d. Pain
e. Temperature
f. Pressure
2. KINESTHETIC (movement)
a. Movement Patterns of Legs, Arms, Trunk, Tongue
b. Limb Position & Posture
c. Linear & Rotary Movements
d. Location of Body & Objects
1. MEMORY
a. Units
b. Sequence
c. Chunks
d. Short Term
e. Long Term
f. Recall
g. Recognition
h. Visual, Auditory, Motor Kinesthetic, Haptic
2. ASSOCIATION
a. Auditory - Vocal
b. Auditory - Motor
c. Visual - Vocal
d. Visual - Motor
e. Haptic - Vocal
f. Haptic - Motor
3. ANALYSIS, SYNTHESIS, STORAGE
FEED BACK


ASSOCIATION
EXPRESSION (OUTPUT)
NELS
HAPTIC
1. TACTILE (touch)
a. Shapes, Sizes, Lines, Angles
b. Surface Texture
c. Consistencies - Hard, Soft, Resilient
d. Pain
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f. Pressure
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b. Auditory - Motor
c. Visual - Vocal
d. Visual - Motor
e. Haptic - Vocal
f. Haptic - Motor
3. ANALYSIS, SYNTHESIS, STORAGE
VERBAL
MOTOR
1. Babbling
2. Imitation
3. Jargon
4. Communication With Meaning
Written
Manual
FEED BACK

TABLE OF CONTENTS

Main Section	Sub-sections	No. of Objective
01 Sensory Motor Development		
	01 Laterality	0
	02 Directionality	3
	03 Gross Motor	8
	04 Fine Motor	9
02 Auditory Perception		
	01 Auditory Discrimination	8
	02 Auditory Sequential Memory	2
	03 Auditory Closure	1
	04 Sound Blending	1
03 Language	01 Receptive Language	
	A. Auditory	4
	B. Visual	6
	02 Associative Language	
	A. Auditory	5
	B. Visual	4
	03 Expressive Language	4
04 Visual Perception		
	01 Visual Discrimination	10
	02 Visual Sequential Memory	8
	03 Visual Closure	8
05 Achievement	01 Word Analysis	15
	02 Vocabulary Development	8
	03 Comprehension	8
	04 Study Skills	11
	05 Computational Math	13
	06 Practical Math	5

→ main section

* 02-03-04 objective number

→ sub-section

TABLE OF CONTENTS

Sub-sections		No. of Objectives	Page Numbers
01	Laterality	0	2
02	Directionality	3	3
03	Gross Motor	8	5
04	Fine Motor	9	10
01	Auditory Discrimination	8	17
02	Auditory Sequential Memory	2	24
03	Auditory Closure	1	26
04	Sound Blending	1	28
01	Receptive Language		
	A. Auditory	4	30
	B. Visual	6	36
02	Associative Language		
	A. Auditory	5	39
	B. Visual	4	48
03	Expressive Language	4	52
01	Visual Discrimination	10	64
02	Visual Sequential Memory	8	85
03	Visual Closure	8	90
01	Word Analysis	15	96
02	Vocabulary Development	8	101
03	Comprehension	8	104
04	Study Skills	11	107
05	Computational Math	13	111
06	Practical Math	5	118

INDIVIDUAL PRESCRIPTIVE INDEX

Name John Smith Birthdate 4-9-64 CA 8-1 VIQ 77

Psychologist Jones School Year 72-73 MA 6-11 PIQ 96

Achievement Expectancy 2.9 Case Study Date 11-2-72 FIQ 85

Achievement: Reading 1.1 Spelling 1.0 Arithmetic 1.3

I. Problem Areas

Problem Areas	Prescriptions
Gross Motor	01-01-04
Directionality	01-02-01
Fine Motor	01-04-04
Associative Language	03-02-01
Expressive Language	03-03-04
Auditory Discrimination	02-01-04
Auditory Sequencing	02-02-09
Auditory Closure	02-03-01
* Inadequate Sight Vocabulary	Dolch Basic Sight Words
No association of any sound to letters	02-01-04
Is not aware of the simplest concept of subtraction	05-02-01

II. Areas of Strength

Visual modality is significantly better developed in all areas, particularly in discrimination, memory and association. John is relatively better at understanding and remembering what he sees, thus learning will be faster when material is presented visually.

III. Behavior

Cannot attend to a task for more than five minutes. Refuses to raise hand when speaking; talks out at random. Reacts well to praise; will rebel with refusing to work if force is attempted to get John to work. Words well in a small group where structure and reinforcement are provided.

I Comments

Lives with natural mother and two younger siblings. No father in the home. Retained in kindergarten. Presently on medication. Last medical evaluation (5-16-72) indicated a diagnosis of "minimal cerebral dysfunction." Enjoys drawing and Hot Wheels. Gum drops and puzzles are also strong reinforcers. Mother quite cooperative and eager to help John.

SECTION 01 Sensory Motor Development

Sub-sections:

01	Laterality	0 Objectives
02	Directionality	3 Objectives
03	Gross Motor	8 Objectives
04	Fine Motor	9 Objectives

Sensory Motor Development Page 1

01 Laterality 0 Objectives Page 2

02 Directionality 3 Objectives Page 3

03 Gross Motor 8 Objectives Page 5

04 Fine Motor 9 Objectives Page 10

01 Sensory Motor (Laterality) - Dominant use of one side of body. Generally symptomatic of a affect balance and development of right-left direction.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-00-00 See objectives under gross motor and directionality.		

ty) - Dominant use of one side of body. Generally symptomatic of a learning disability. May affect balance and development of right-left direction.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS

01 Sensory Motor (Directionality) - Involves an awareness of direction (right, left, up, dow
hinder a child in carrying out directions related to pla
inating similarly shaped letters whose difference is due
ence. May also be causal factor with reversals.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-02-01 Child will be able to identify his right and left hands.	Child will be able to distinguish his left hand from his right.	Use a visual cue for one han (put on a glove, bracelet, r or star). Teach left and ri allowing child to use the cu to tell one from the other. (Same for feet) Ask child questions regardin use of hands and feet (hand throws with, foot he kicks w etc.) Phase out visual cues.
01-02-02 Child will be able to cross the midline in identifying body parts.	Child will be able to touch his left shoulder with his right hand.	Use cues where needed. Have child execute commands. May need to give directions slow

ionality) - Involves an awareness of direction (right, left, up, down, etc.). Problem here will hinder a child in carrying out directions related to place or location and in discriminating similarly shaped letters whose difference is due to their directional difference. May also be causal factor with reversals.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
entify	Child will be able to distinguish his left hand from his right.	Use a visual cue for one hand (put on a glove, bracelet, ring, or star). Teach left and right allowing child to use the cues to tell one from the other. (Same for feet) Ask child questions regarding use of hands and feet (hand he throws with, foot he kicks with, etc.) Phase out visual cues.	Simon Says Game Blue Section (p. 13) Valett Manual (19)
oss ng	Child will be able to touch his left shoulder with his right hand.	Use cues where needed. Have child execute commands. May need to give directions slowly.	Simon Says Game Blue Section (p. 13) Valett Manual (19) Frostig Workbook (Level I) Frostig (Move - Grow - Learn - Program)

01 Sensory Motor (Directionality) - Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-02-03 Child will be able to carry out directions related to objects.	Child will be able to place his pencil on the right side of his desk.	Teach directions related to u down, inside, outside, etc. Start with the child's body. Then have child carry out on objects: 1. Place the ball under the table. 2. Point to the left side of the book. 3. Go to the board and make your name in the left han corner. 4. Make your name on the rig side of the paper. 5. Point to Johnny's left ar right leg, etc. 6. Point to the back of the 7. Copy these circles starti on the left and going dow the paper. Use visual cu whenever possible.

nality) - Continued)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
y	Child will be able to place his pencil on the right side of his desk.	Teach directions related to up, down, inside, outside, etc. Start with the child's body. Then have child carry out on objects: 1. Place the ball under the table. 2. Point to the left side of the book. 3. Go to the board and make your name in the left hand corner. 4. Make your name on the right side of the paper. 5. Point to Johnny's left arm, right leg, etc. 6. Point to the back of the car. 7. Copy these circles starting on the left and going down the paper. Use visual cues whenever possible.	Frostig Workbook (Pre-Worksheets - Level I) Blue Section (p. 13-14) Valett Manual (19) Kephart, "Slow Learner in the Classroom." Frostig (Move - Grow - Learn - Program)

01. Sensory Motor (Gross Motor)

The ability to utilize one's body in large muscle activi
Involves no direct relationship to academic learning.
Problems here are generally symptomatic of a learning di
Can also hender a child socially as they may not be able
compete in large muscle games with other children.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-03-01 Static Balance: Balance maintained while not in motion.	1. Stand on tip toe - 10 feet	1. Demonstrate skill with eyes open; with eyes closed.
	2. Stand on one foot, raise other and move to front, side and rear.	
	3. Statue	Instructor demonstrates pose and child copies for ten second duration.

Motor) The ability to utilize one's body in large muscle activities.
Involves no direct relationship to academic learning.
Problems here are generally symptomatic of a learning disability.
Can also hender a child socially as they may not be able to
compete in large muscle games with other children.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	1. Stand on tip toe - 10 feet	1. Demonstrate skill with eyes open; with eyes closed.	Child reaches for clouds, touches the sun and sees how high he can reach. See Teaming Disabilities Guide: Rossier, p. 134
	2. Stand on one foot, raise other and move to front, side and rear.		Strike funny poses using right-left orientation. Strike funny poses using front-rear orientation.
	3. Statue	Instructor demonstrates pose and child copies for ten second duration.	Teacher suggests various poses verbally. Children make up poses; ask students to copy. EH Handbook, p. 115. Blue Section (p. 8)

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-03-02 Balance: Child will be able to walk on a balance beam or rail putting one foot in front of another going forward.	Student will walk on raised beam using out-stretched arms for balance.	1. Balance on one foot while standing. 2. Walk forward on string line or chalk line. 3. Hop on line. 4. Step, slide, slide, step on beam. 5. Walk backwards on line or beam. 6. Follow path of shapes in given order. 7. Stand on tiptoes, run in a circle.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Student will walk on raised beam using out-stretched arms for balance.	1. Balance on one foot while standing. 2. Walk forward on string line or chalk line. 3. Hop on line. 4. Step, slide, slide, step on beam. 5. Walk backwards on line or beam. 6. Follow path of shapes in given order. 7. Stand on tiptoes, run in a circle.	1. Purdue Perceptual Motor exercises. 2. Frostig MGL Coordination cards #2 (Teachers Guide, Chap. 8) 3,4,5,9,12,28. 3. Diamond Science Cards # 5-8. 4. Stretch Role exercises Frostig MGL Cards 29, 31. 5. Frostig Manual, p. 16. 6. Valett Sensory Motor Integration #15. 7. Blue Section (p. 11) 8. Last Section (EH Handbook, p. 115.)

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-03-03 Hopping: Child will be able to hop as directed with moderate success.	Teacher directs child to hop on right foot and then left foot for distance or time.	1. Hop on 1 foot 3 times and then other foot. 2. Hop slowly. 3. Hop quickly. 4. Hop in straight line. 5. Hop along curved line. 6. Have 3-legged race. 7. Hopscotch.
01-03-04 Jumping: Child can jump simple obstacles without failing.	Pupil can jump from chair to floor without difficulty, can jump from jumping board without falling, can jump over knee-high obstacles.	1. Jump back and forth over line three times. 2. Jump rope forward. 3. Jump rope backward. 4. Have pupil jump over chair to floor.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Teacher directs child to hop on right foot and then left foot for distance or time.	1. Hop on 1 foot 3 times and then other foot. 2. Hop slowly. 3. Hop quickly. 4. Hop in straight line. 5. Hop along curved line. 6. Have 3-legged race. 7. Hopscotch.	1. Frostig (Move-Grow-Learn Tasks) 2. Blue Section (p. 7)
	Pupil can jump from chair to floor without difficulty, can jump from jumping board without falling, can jump over knee-high obstacles.	1. Jump back and forth over line three times. 2. Jump rope forward. 3. Jump rope backward. 4. Have pupil jump over chair to floor.	1. MGL - Agility #4, 19. 2. Valett - Gross Motor Development #7. 3. MGL - Balance #13. 4. Kiddy bouncer. 5. Standing broad jump. 6. Jump and turn 1/4 and make full turn in the air. 7. Blue Section (p. 5)

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-03-05 Running: Child can run a track or obstacle course with a change of pace.	Pupil runs a straight track of easy distance without difficulty, can change direction through a simple obstacle course without stapping or changing pace.	1. Run in place while I count out loud to 50. 2. Run around obstacle course four times without bumping into anything. 3. Run on basketball court line without stepping of
01-03-06 Throwing: Child can throw a ball with a moderate degree of accuracy.	Student throws ball to another person. Student throws ball into box or basket.	1. Throw Nerf ball (or bean bag) into a waste basket about 4 feet away. 2. Throw Nerf ball (or bean bag) so person can catch it. 3. Play catch - have studen catch and throw accurate 3 out of 5 times. 4. Play bean bag game. Chil ren stand in circle and throw ball inaccurately, you are out. 5. Children throw ball and try to hit block.

tor)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Pupil runs a straight track of easy distance without difficulty, can change direction through a simple obstacle course without stapping or changing pace.	1. Run in place while I count out loud to 50. 2. Run around obstacle course four times without bumping into anything. 3. Run on basketball court line without stepping off.	1. Run 50 yards as fast as you can. 2. MGL - Balance #8. 3. MGL - Agility #1. 4. Inventory of Developmental Task, p. 4. 5. Valett Gross Motor Development #5. 6. Blue Section
Student throws ball to another person. Student throws ball into box or basket.	1. Throw Nerf ball (or bean bag) into a waste basket about 4 feet away. 2. Throw Nerf ball (or bean bag) so person can catch it. 3. Play catch - have student catch and throw accurately 3 out of 5 times. 4. Play bean bag game. Children stand in circle and throw ball inaccurately, you are out. 5. Children throw ball and try to hit block.	1. Throw ball as far as you can to reach targets set up in the distance. 2. Valett - Gross Motor Development #6. 3. Throw bean bags into clown face. 4. MGL - Coordination #17, 18, 19, 22, 23, 24, 25, 26. 5. Last Section (EH Handbook, p. 118.)

01. Sensory Motor (Gross Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-03-07 Skipping: Child can skip with a reasonable amount of skill.	Pupil can skip around circle of players, can skip rope forward both by hopping and alternate foot skipping.	1. Skip forward. 2. Skip backward. 3. Skip rope forward around a circle. 4. Skip to music. 5. Skip in relay race. 6. Skip in and out of circle.
01-03-08 Dancing: Child can move his body in coordinated response to music.	Pupil can progress from gross body movement to more formal dance steps.	1. March in a circle and slap your sides as instructor claps hands. 2. Teach Mexican Hat Dance. 3. Let children do contemporary dancing to popular music. 4. Dance Hokey Pokey. 5. Interpretive Dancing: a) pretend you are tree blowing in the wind. b) pretend you are fish swimming, etc. 6. Have some children play in rhythm band while other children dance.

otor)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Pupil can skip around circle of players, can skip rope forward both by hopping and alternate foot skipping.	1. Skip forward. 2. Skip backward. 3. Skip rope forward around a circle. 4. Skip to music. 5. Skip in relay race. 6. Skip in and out of circle.	1. MGL - Agility #16. 2. Valett - Gross Motor Development #8, 16. 3. Blue Section (p. 9)
	Pupil can progress from gross body movement to more formal dance steps.	1. March in a circle and slap your sides as instructor claps hands. 2. Teach Mexican Hat Dance. 3. Let children do contemporary dancing to popular music. 4. Dance Hokey Pokey. 5. Interpretive Dancing: a) pretend you are tree blowing in the wind. b) pretend you are fish swimming, etc. 6. Have some children play in rhythm band while other children dance.	1. Move-Grow-Learn Creative Movement #11 2. Valett - Gross Motor Development #9. 3. Record collection.

01 Sensory Motor (Fine Motor) - Involves the ability to perform tasks utilizing fine musc here will hinder a child in cutting, drawing, printing or requiring eye-hand coordination.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-01 Eye Movement: Child will be able to focus his eyes on a moving object while his head is stationary.	Teacher rolls a ball along a table top five feet in front of child. Make sure child's eyes are focusing on object without turning their head.	1. Frostig Visual Perception Program, p. 18-21, Teacher Guide. 2. Pathway Program 1 "Eye-Han Coordination" exercises.
01-04-02 Eye-Hand Coordination: The child will have the ability to coordinate fine muscles such as those required in eye-hand tasks.	Have student connect two dots with a straight line.	1. Pathway Program 1 "Eye-Han Coordination exercises. 2. Frostig work sheets. Visual Motor Coordination exercises 1-40. 3. Continental Press Workshee Visual Motor Skills, plat 1-12 Level 1, plates 1-12 4. Ideal Form Boards. 5. Fit-a-Group Game. 6. Outdoor games: Four-square, bean bag too marbles, ring toss. 7. Bead stringing, lacing, threading large needles. 8. Putting bolts on screws.

or) - Involves the ability to perform tasks utilizing fine muscle coordination. oblem here will hinder a child in cutting, drawing, printing or writing, or other tasks requiring eye-hand coordination.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
us ct ry.	Teacher rolls a ball along a table top five feet in front of child. Make sure child's eyes are focusing on object without turning their head.	1. Frostig Visual Perception Program, p. 18-21, Teacher's Guide. 2. Pathway Program 1 "Eye-Hand Coordination" exercises.	1. Valett manual (28). 2. Blue Section (p. 17-18).
e	Have student connect two dots with a straight line.	1. Pathway Program 1 "Eye-Hand Coordination exercises. 2. Frostig work sheets. Visual Motor Coordination exercises 1-40. 3. Continental Press Worksheets Visual Motor Skills, plates 1-12 Level 1, plates 1-12. 4. Ideal Form Boards. 5. Fit-a-Group Game. 6. Outdoor games: Four-square, bean bag toos, marbles, ring toss. 7. Bead stringing, lacing, threading large needles. 8. Putting bolts on screws.	1. Blue Section (P. 19&20). 2. Lincoln Logs. 3. Pick up sticks. 4. Jacks. 5. Halsam Play Tiles. 6. Back section (EH Handbook, P. 118-119

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-03 Cutting: Child will be able to cut on a predrawn line with some degree of accuracy.	Have student cut out a simple geometric shape drawn with a marking pen.	1. Cut on heavy black straigh line. Use light cardboard heavy construction paper avoid easy tearing. 2. Cut geometric figures out lined with heavy straight lines (square, rectangle, triangle). 3. Cut out very simple pictu outlined with a heavy lin 4. Cut on heavy curved lines and circles. 5. Cut fringes on placemats. 6. Cut along folded lines. 7. Cut along dotted lines.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
on	Have student cut out a simple geometric shape drawn with a marking pen.	1. Cut on heavy black straight line. Use light cardboard or heavy construction paper to avoid easy tearing. 2. Cut geometric figures outlined with heavy straight lines (square, rectangle, triangle). 3. Cut out very simple pictures outlined with a heavy line. 4. Cut on heavy curved lines and circles. 5. Cut fringes on placemats. 6. Cut along folded lines. 7. Cut along dotted lines.	1. Blue Section (P. 25.). 2. Back Section (EH Handbook 120-122). 3. The Frostig Program for the Development of Visual Perception, P. 26. 4. Valett - Perceptual - Motor Skills #33.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-04 Tracing: The child will trace over a line by covering over a broken line.	Teacher puts a broken line with chalk on the blackboard.	1. Continental Press Visual Motor Skills Level 1, plates 1-4. 2. Trace their name. 3. Trace wooden numbers. 4. Trace flannel board object 5. Trace Try Task shapes. 6. Trace pictures on board projector. 7. Trace alphabet.
01-04-05 Copying: Child will be able to copy simple geometric forms.	Have child reproduce simple forms such as a verticle line, and a circle, spuare, rectangle, and triangle.	1. Use grease pencils and cop forms on overhead projecto 2. Copy form from the blackbo 3. Use felt tip pens and copy forms on drawing paper.

or)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
a	Teacher puts a broken line with chalk on the blackboard.	1. Continental Press Visual Motor Skills Level 1, plates 1-4. 2. Trace their name. 3. Trace wooden numbers. 4. Trace flannel board objects. 5. Trace Try Task shapes. 6. Trace pictures on board projector. 7. Trace alphabet.	1. Whitman Creative Art Paper Art Book 1. 2. Frostig Teachers Guide, p. 28. 3. Sand Alphabet Letters. 4. Templates. 5. Wooden Block Letters. 6. Trace bodies on construction paper.. 7. Blue Section (21,22,23). 8. Valett Manual (33).
	Have child reproduce simple forms such as a verticle line, and a circle, spuare, rectangle, and triangle.	1. Use grease pencils and copy forms on overhead projector. 2. Copy form from the blackboard. 3. Use felt tip pens and copy forms on drawing paper.	1. Biue Section (P. 21-24). 2. Valett Manual (33).

01 Sensory Motor (Fine Motor)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-06 Can copy letters: The child will be able to copy the munuscript letters of the alphabet.	Have child copy the letters of the alphabet in manuscript from the chalkboard or individual cards.	1. Connect the dots to form t letters. 2. Roll long strips of moldin clay to form the letters. 3. Print letters in the air. 4. Complete form like shapes make letters:
01-04-07 Child will be able to copy his name.	Child can copy his name from the blackboard or name card.	1. Use the above mentioned methods with letters in t child's name.

tor)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
rs	Have child copy the letters of the alphabet in manuscript from the chalkboard or individual cards.	1. Connect the dots to form the letters. 2. Roll long strips of molding clay to form the letters. 3. Print letters in the air. 4. Complete form like shapes to make letters:	1. Blue Section (P. 27-30). 2. Continental Press Materials: Visual rythms. 3. Pre-Writing Design Cards #146 by Developmental Learning Materials. 4. Valett - Perceptual Motor Skills #29.
y	Child can copy his name from the blackboard or name card.	1. Use the above mentioned methods with letters in the child's name.	1. Blue Section, P. 28-30.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-08 Tracing Cursive Letters: Child will be able to trace over prewritten cursive letters with some degree of accuracy.	Have child trace over individual letters in the cursive form.	1. Trace with finger over beaded or sand paper. curs letters. 2. Do rainbow tracing of ind idual cursive letters on construction paper.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
cy.	Have child trace over individual letters in the cursive form.	1. Trace with finger over beaded or sand paper. cursive letters. 2. Do rainbow tracing of individual cursive letters on construction paper.	1. Touch Inc. Beaded Alphabet. Cursive lower case # 1C. Cursive Capitals # 1b. 2. Ideal Alphabet Practice Cards. Cursive lower case # 6055. Cursive Capitals #6054. 3. Milton Bradley - Learn To Write Letter Cards M B 7 5 2 7. 4. Kleeco's Alpha Writing Book, Cursive, A-3. 5. Lyons & Carnaham, Inc. Handwriting With Write And See. (Workbooks 2-6 with magic pen.) 6. Visual Materials, Inc. Cursive Writing, WL 093 grades 1-3. (Dittos & transparency.) 7. Hays Giant Size Practi Writing Series. Let's Write Book 2. (Dittos.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
01-04-09 Copying Cursive Letters: Child will be able to copy letters and words in cursive form.	Have child copy letters and words in the cursive form.	1. Use pie tin with bottom painted black and filled with salt, and copy letter from the over-head project chalkboard or individual cards. 2. Copy letters on unlined paper. 3. Copy letters on lined pape

or)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Have child copy letters and words in the cursive form.	1. Use pie tin with bottom painted black and filled with salt, and copy letters from the over-head projector, chalkboard or individual cards. 2. Copy letters on unlined paper. 3. Copy letters on lined paper.	

SECTION 02 Auditory Perception

Sub-sections:			
	01	Auditory Discrimination	8 Objectives
	02	Auditory Sequential Memory	2 Objectives
	03	Auditory Closure	1 Objective
	04	Sound Blending	1 Objective

Auditory Perception — Page 16

01	Auditory Discrimination	8 Objectives	Page 17
02	Auditory Sequential Memory	2 Objectives	Page 24
03	Auditory Closure	1 Objective	Page 26
04	Sound Blending	1 Objective	Page 28

Involves the ability to understand what is heard, to distinguish differences between sounds environmental sounds and attend to one stimulus, to attach meaning to sounds. Problems he in developing word attack skills. Serious problems will prevent child from understanding s

02 **Auditory Perception (Discrimination)**

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-01 Awareness: Child is aware of the presence of sound and no sound.	Child can indicate when sound is introduced into his environment and when it has ceased.	1. The teacher has children sitting with heads down or eyes closed and either: a. Play record b. Toot whistle c. Play piano Children indicate when they hear "sound" by raising hand or head, tapping foot, etc. 2. Play "Statue Game," when children hear sound, they "freeze." Teacher can demonstrate and physically show child who has difficulty with awareness. 3. Have child indicate when sound has ceased. Ring a bell behind him and ask him to raise his hand or tap the table each time the sound stops. 4. Give children turn at introducing sound into their environment. 5. Give child instrument identical to yours, e.g. a triangle. Have his ring triangle when you ring yours. Stand behind him.

understand what is heard, to di: nguish differences between sounds, to ignore ext eous
d attend to one stimulus, to attach meaning to sounds. Problems here will hinder a child
ck skills. Serious problems will prevent child from understanding speech.

eption (Discrimination)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
f o	Child can indicate when sound is introduced into his environment and when it has ceased.	1. The teacher has children sitting with heads down or eyes closed and either: a. Play record b. Toot whistle c. Play piano Children indicate when they hear "sound" by raising hand or head, tapping foot, etc. 2. Play "Statue Game," when children hear sound, they "freeze." Teacher can demonstrate and physically stop child who has difficulty with awareness. 3. Have child indicate when sound has ceased. Ring a bell behind him and ask him to raise his hand or tap the table each time the sound stops. 4. Give children turn at introducing sound into their environment. 5. Give child instrument identical to yours, e.g. a triangle. Have his ring triangle when you ring yours. Stand behind him.	Peabody Kit records DLM Environmental Sound Tape Musical instruments: tone bells, drums, castanets, tamborines, sticks, etc. Inventory of Developmental Tasks (blue pages) P. 62-63 EH Guidelines (white pages) p. 92-93 Selma Herr Perceptual Communication Skills, Beginning Lessons, p. 13 Listening and Speaking Handbook, p. 12,24 Valett-Perceptual Motor Skills Lesson 22 Preston Sound Boxes Phono-viewer story songs II, Phono-viewer Early Childhood Series IV Prime Auditory Discrimination, Level I, p. 24 APT, Lesson 1

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-02 Localization of Sound: Child can localize sound in relation to himself.	Child with eyes closed hears sounds and can indicate the direction of the sound source in terms of: near-far, up-down, front-back, left-right.	1. Have child sitting at de with eyes closed. Ring b and have him tell you fr which direction he heard the sound. If he is not successful, allow him to open his eyes and follow the sound. 2. Play sound games where y give the child an instru ment and he goes to a pa of the room to play it. other children guess fro what direction the sound coming. For variation, u the children's own voice and let others decide fr where they heard the sou 3. Have children indicate sound was near, far, up, down, etc.

erception (Discrimination)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ld tion	Child with eyes closed hears sounds and can indicate the direction of the sound source in terms of: near-far, up-down, front-back, left-right.	1. Have child sitting at desk with eyes closed. Ring bell and have him tell you from which direction he heard the sound. If he is not successful, allow him to open his eyes and follow the sound. 2. Play sound games where you give the child an instrument and he goes to a part of the room to play it. The other children guess from what direction the sound is coming. For variation, use the children's own voices and let others decide from where they heard the sound. 3. Have children indicate if sound was near, far, up, down, etc.	Inventory of Developmental Tasks (blue pages) p. 66 EH Guidelines (white pages) p. 129 Preston Sound Boxes Also see related prescription under Laterality and Spatia Relations

Figure Ground - will hinder auditory discrimination particularly in attending to a sound in extraneous sounds - if problem area is present, child will be stimulus bound auditorily and listen in the classroom.

02 Auditory Perception (Discrimination - Figure Ground)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-03 When presented with a task involving a number of sounds, the child will be able to select and attend to one dominant sound.	Child will be able to identify one child's voice when a group is talking at once.	1. Record on tape a number of sounds being made (bell, tapping, drum, triangle, etc.). Choose a sound and have the child count how many times he hears it. 2. While a teacher is telling a story to the child, have another story going on the phonograph. The child is to retell only the teacher's story. 3. Have two children talking to a child. The listening child is to retell only what one child told him. 4. Record on tape a number of children talking. Have a child retell what one child on the tape is saying. 5. Present a story with comprehension questions against competing environmental stimuli, e.g. outside at recess, P.E., lunch.

der auditory discrimination particularly in attending to a sound in the presence of
roblem area is present, child will be stimulus bound auditorily and not be able to

ption (Discrimination - Figure Ground)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
- he	Child will be able to identify one child's voice when a group is talking at once.	1. Record on tape a number of sounds being made (bell, tapping, drum, triangle, etc.). Choose a sound and have the child count how many times he hears it. 2. While a teacher is telling a story to the child, have another story going on the phonograph. The child is to retell only the teacher's story. 3. Have two children talking to a child. The listening child is to retell only what one child told him. 4. Record on tape a number of children talking. Have a child retell what one child on the tape is saying. 5. Present a story with comprehension questions against competing environmental stimuli, e.g. outside at recess, P.E., lunch.	1. Learning Center Mini-System Tapes. 2. Developmental Learning Materials - Auditory Perception Training Tapes - Figure-ground. 3. EH Guidelines (white pages) p. 128

02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-04 Discrimination: Child can discriminate among gross and environmental sounds.	Child can identify non-speech sounds.	1. Select noisemakers with different sounds: drum, bell, keys, stick, whist rattle. Show items to t children and ask them to listen carefully with ey closed and tell you whic item made noise. 2. Use tape or record of en ronmental sounds. Child matches sound to picture object making sound (cho among 3 pictures). 3. Child identifies environ mental sound without pictures.
02-01-05 Child can discriminate among consonant sounds.	Child can recognize whether two consonants are the same or different.	1. Present pairs of nonsens syllables with same vowe but randomly same or di ferent consonant presen- tation. Begin contrasti nasals, e.g. "Are these same or different - ma-n Child indicates same or different. Next contrast fricative fricatives, e.g. sha-cha fie-fie, jo-tho. Next contrast plosive vs plosive, e.g. duh-duh, p ti, gu-ku. Next contrast glides vs glides, e.g. ree-wee, l

tion (Discrimination)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
n and	Child can identify non-speech sounds.	1. Select noisemakers with different sounds: drum, bell, keys, stick, whistle, rattle. Show items to the children and ask them to listen carefully with eyes closed and tell you which item made noise.	EH Guidelines (white pages) p. 126
		2. Use tape or record of environmental sounds. Child matches sound to picture of object making sound (choose among 3 pictures).	DLM Environmental Sounds Tape Peabody Language Kits-Sound records.
		3. Child identifies environmental sound without pictures.	
nong	Child can recognize whether two consonants are the same or different.	1. Present pairs of nonsense syllables with same vowel but randomly same or different consonant presentation. Begin contrasting nasals, e.g. "Are these the same or different - ma-na?" Child indicates same or different.	Nasals: m, n
		Next contrast fricative vs. fricatives, e.g. sha-cha, fie-fie, jo-tho.	Fricatives: s, z, ch, sh, j, f, v, th, th voiced.
		Next contrast plosive vs. plosive, e.g. duh-duh, pi-ti, gu-ku.	Plosives: p, b, t, d, k, g
		Next contrast glides vs. glides, e.g. ree-wee, luh-	Glides: r, w, y, l Templin, Certain Language

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-05 (Continued)		yuh, lay-lay. Then randomly combine and contrast in pairs, keeping vowels constant within pai of syllables. In each cas child indicates whether th two sounds were the same o different. 2. Present pairs of words as above with consonants to be compared in initial position, e.g. bake-cake, rain-rain, mail-nail. 3. Choose sounds to be remedi ated according to develop- mental acquisition.
	Child can discriminate one consonant sound from others.	4. Present word list with tar get consonants in initial position, having child recognize a particular sound: e.g. freeze, ring bell, stand up, color on ditto when sound occurs. "Raise your hand when you hear the g sound: bed, go, can, gum," etc. 5. Have child count number of times he hears his sound among random words where target sound is in initial position, e.g. sound is d: "Tell me how many times you hear the d sound in these words - bell, dog, doll, house."

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		yuh, lay-lay. Then randomly combine and contrast in pairs, keeping vowels constant within pair of syllables. In each case, child indicates whether the two sounds were the same or different.	Skills in Children. Univ. Minnesota. DLM Auditory perception Tapes - Auditory Discrimination Program E.F.I. sounds-talking page EH Guidelines (white pages) p. 91, 97-106
		2. Present pairs of words as above with consonants to be compared in initial position, e.g. bake-cake, rain-rain, mail-nail.	See related prescriptions under Achievement.
		3. Choose sounds to be remediated according to developmental acquisition.	
	Child can discriminate one consonant sound from others.	4. Present word list with target consonants in initial position, having child recognize a particular sound: e.g. freeze, ring bell, stand up, color on ditto when sound occurs. "Raise your hand when you hear the g sound: bed, go, can, gum," etc.	Present visual cues if needed, e.g. give children ditto with pictures beginning with consonants they've worked on. Have them circle pictures beginning only with the sound you are working on when you name random words.
		5. Have child count number of times he hears his sound among random words where target sound is in initial position, e.g. sound is d: "Tell me how many times you hear the d sound in these words - bell, dog, doll, house."	Inventory of Developmental Tasks (blue pages) p. 68-69

02 Auditory Perception (Discrimination)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-06 Child will be able to distinguish between consonants in different parts of word.	Child will name position of consonant in word.	1. Introduce concept of beginning, middle and end. 2. Present word list with consonants in initial, medial, and final positions Child recognizes position of consonant within word, e.g. "Where is the g sound in goat?" Child indicates beginning. "Where is the g sound in egg?" Child indicates end.
02-01-07 Child will be able to distinguish among vowel sounds.	Child can recognize whether two vowel sounds are the same or different.	1. Contrast vowel pairs, e.g. ee-a, oo-oo, i-a. Child indicates same or different 2. Present CVC word list, having child recognize a particular vowel sound, e.g. "Which word has the o sound: rat, coat, bike?" Use one syllable words.
	Child can rhyme words.	3. Present pictures of one-syllable words and have child name a word that rhymes.

(Discrimination)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Child will name position of consonant in word.	1. Introduce concept of beginning, middle and end. 2. Present word list with consonants in initial, medial, and final positions Child recognizes position of consonant within word, e.g. "Where is the g sound in goat?" Child indicates beginning. "Where is the g sound in egg?" Child indicates end.	Inventory of Developmental Tasks, p. 74. Child puts block in appropriate car of train. Child colors appropriate square on paper. Child moves to appropriate area on carpet.
Child can recognize whether two vowel sounds are the same or different.	1. Contrast vowel pairs, e.g. ee-a, oo-oo, i-a. Child indicates same or different. 2. Present CVC word list, having child recognize a particular vowel sound, e.g. "Which word has the o sound: rat, coat, bike?" Use one syllable words.	CVC = Consonant-vowel-consonant Inventory of Developmental Tasks (blue pages) p. 72-73
Child can rhyme words.	3. Present pictures of one-syllable words and have child name a word that rhymes.	Instructo Flannel Board materials - Rhyming Words

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-01-07 (Continued)		4. Present 4 objects or pictures and have child choose one that rhymes with word you say, e.g. show spoon, book, hat and pen and say, "Which one rhymes with hen." 5. Present one-syllable words aloud and have child produce rhyming word.
02-01-08 Child will be able to recognize whether the sequence of sounds within a word are same or different.	Child can recognize typical sound reversals.	1. Present characteristic transpositions. Child indicates same or different, e.g. aminal/animal, claps/clasp, pats/past, deks/desk. Alternate same/different presentations.

(Discrimination)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		4. Present 4 objects or pictures and have child choose one that rhymes with word you say, e.g. show spoon, book, hat and pen and say, "Which one rhymes with hen."	
		5. Present one-syllable words alone and have child produce rhyming word.	EH Guidelines (white pages) p. 97, 99
ize ds	Child can recognize typical sound reversals.	1. Present characteristic transpositions. Child indicates same or different, e.g. aminal/animal, claps/clasp, pats/past, deks/desk. Alternate same/different presentations.	Auditory Discrimination in Depth program. Inventory of Developmental Tasks (blue pages) p. 70-71

Auditory Sequencing - Problems here will hinder a child in remembering phonetic sounds in word retrieving information and following a series of directions.

02 Auditory Perception (Auditory Sequential Memory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-02-01 Child can repeat a series in correct order.	Child can imitate sound and rhythm patterns.	1. Face the child and clap once. Have him imitate you. Then clap twice and have him imitate. Then stand behind him and have him imitate by audition only. 2. Beat drum, play whistle, etc. Have child imitate rhythm patterns. Use long and short sounds. Begin with a series of 3 sounds in pattern, gradually increasing to 7.
	Child can repeat a series of words, follow series of instructions, follow directions for paper and pencil tasks.	3. Present 2 objects. Say the names and ask child to point in the order they were named. 4. Same with 3 objects. 5. Same with 3 pictures. 6. Same with 4 pictures. 7. Same with 5 pictures. 8. Name 3 pictures-child arranges pictures in the order named. 9. Same with 4 pictures. 10. Same with 5 pictures. 11. Give 2 verbal commands, child follows in order, e.g. go to blackboard. Sit on floor. 12. Same with 3 commands. 13. Same with 4 commands.

lems here will hinder a child in remembering phonetic sounds in words, storing and following a series of directions.

ion (Auditory Sequential Memory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
in	Child can imitate sound and rhythm patterns.	1. Face the child and clap once. Have him imitate you. Then clap twice and have him imitate. Then stand behind him and have him imitate by audition only. 2. Beat drum, play whistle etc. Have child imitate rhythm patterns. Use long and short sounds. Begin with a series of 3 sounds in pattern, gradually increasing to 7.	ATP Valett materials Listen-Mark-Say Michigan Tracking
	Child can repeat a series of words, follow series of instructions, follow directions for paper and pencil tasks.	3. Present 2 objects. Say the names and ask child to point in the order they were named. 4. Same with 3 objects. 5. Same with 3 pictures. 6. Same with 4 pictures. 7. Same with 5 pictures. 8. Name 3 pictures-child arranges pictures in the order named. 9. Same with 4 pictures. 10. Same with 5 pictures. 11. Give 2 verbal commands, child follows in order, e.g. go to blackboard. Sit on floor. 12. Same with 3 commands. 13. Same with 4 commands.	Inventory of Developmental Tasks (blue pages) p. 76-77 EH Guidelines (white pages) p. 132-134 Use noun pictures from any source: language kits, magazines, etc.

02 Auditory Perception (Auditory Sequential Memory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-02-01 (Continued)		14. Give verbal directions to go with ditto activity: a. 3 variables Draw a circle around the house. b. 4 variables Draw a red circle around the house. c. 5 variables Draw a blue circle around the big house. d. 6 variables Put a line over the cow and an X on the mustache
02-02-02 Child can retain verbally presented material.	Child can retell story.	1. Tell nursery rhyme. Child either names or circles subject of rhyme, e.g. Mary had a little lamb. (Who had the lamb?) 2. Read a paragraph and ask comprehension questions. 3. Read paragraph of clues. Child names subject, e.g. I am tall and yellow. I live in the zoo. I have spots and a long neck. 4. Read story. Ask child comprehension questions. 5. Read story to class. Children retell parts of story to class in sequence.

(Auditory Sequential Memory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	14. Give verbal directions to go with ditto activity: a. 3 variables Draw a circle around the house. b. 4 variables Draw a red circle around the house. c. 5 variables Draw a blue circle around the big house. d. 6 variables Put a line over the cow and an X on the mustache.	Use only commands child understands. Selma Herr workbooks DLM Auditory Perception Training: Auditory Memory program
Child can retell story.	1. Tell nursery rhyme. Child either names or circles subject of rhyme, e.g. Mary had a little lamb. (Who had the lamb?) 2. Read a paragraph and ask comprehension questions. 3. Read paragraph of clues. Child names subject, e.g. I am tall and yellow. I live in the zoo. I have spots and a long neck. 4. Read story. Ask child comprehension questions. 5. Read story to class. Children retell parts of story to class in sequence.	Inventory of Developmental Tasks (blue pages) p. 78, 79, 83. EH Guidelines (white pages) p. 204 Peabody Kit Level #3 Selma Herr materials DLM Auditory Perception Training - Auditory Imagery Fables, unfamiliar fairy tales, Weekly Readers, sports biographies, TV programs, movie plots

Auditory Closure involves the ability to understand an incomplete or garbled presentation of process utilizing previous experience. If a problem area is present, child will have difficul and phonetic skills.

02 Auditory Perception. (Auditory Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-03-01 Auditory Closure: Child will be able to complete and identify a word when only part of the word is presented to him.	When presented with an incomplete presentation of a word, the child will complete the word.	1. Say, "I am going to say a word, 'potato.' Now you finish it, 'pota___.'" 2. Give a clue but not the actual word the child is t finish. Use the partial word in a sentence or phrase to give a context clue: e.g. Bread and bu____. Write it on the black_____. Cream and su___. 3. Present sentence completion items with the incomplete word at the end to allow for contextual clues. "I went to the store and bought ice cream and _ andy." Use similar presentation with incomplete word in the middle of the sentence, then at the beginning. Child names word. 4. Present familiar material in incomplete form without any clues: "What word is this? 'allega___.' "wa_er."' 5. Prepare list of tape recorded words incorrectly pronounced. Child identifies word.

the ability to understand an incomplete or garbled presentation of a word. It is a matching experience. If a problem area is present, child will have difficulty in acquiring listening

ion. (Auditory Closure)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ill)- rt o	When presented with an incomplete presentation of a word, the child will complete the word.	1. Say, "I am going to say a word, 'potato.' Now you finish it, 'pota___.'" 2. Give a clue but not the actual word the child is to finish. Use the partial word in a sentence or phrase to give a context clue: e.g. Bread and bu____. Write it on the black_____. Cream and su___. 3. Present sentence completion items with the incomplete word at the end to allow for contextual clues. "I went to the store and bought ice cream and _andy." Use similar presentation with incomplete word in the middle of the sentence, then at the beginning. Child names word. 4. Present familiar material in incomplete form without any clues: "What word is this? 'allega___.' 'wa_er.'" 5. Prepare list of tape recorded words incorrectly pronounced. Child identifies word.	"Spy" games where children must decode secret messages. Clues for classroom treasure hunts, etc.

61

62

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-03-01 (Continued)		6. Prepare list of words on tape with the missing sound varying in different parts of the word. (Words familiar to the child should be used.)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		6. Prepare list of words on tape with the missing sound varying in different parts of the word. (Words familiar to the child should be used.)	

Sound Blending involves the ability to understand a word whose sounds are presented separately, hinder a child in learning and developing phonetic word attack skills.

02 Auditory Perception (Sound Blending)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
02-04-01 Sound Blending: Child can synthesize words from their phonetic parts.	Child can sound blend words of increasing difficulty.	1. Present compound words, dividing syllables in 2 second intervals, e.g. down 2 secs. town ice _____ cream Child names word. 2. Present 3 syllable words, dividing in 2 second intervals: ham__bur__ger, a__part__ment. Child names word. 3. Present one syllable word, divided at final sound, e. boa 2 secs. t ca _____ t 4. Divide 1 syllable words at initial sound. b ____ oat p ____ en 5. Present 1 syllable CVC wor divided at each phoneme. p-i-g, k-i-t, b-a-g 6. Present random word list dividing at each phoneme. Child names word. d-e-s-k w-i-n-d-ow 7. Begin sound-syllable association and blending training-phonics approach with word-attack skills.

ability to understand a word whose sounds are presented separately. Problems here will and developing phonetic word attack skills.

on (Sound Blending)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can sound blend words of increasing difficulty.	1. Present compound words, dividing syllables in 2 second intervals, e.g. down 2 secs. town ice _____ cream Child names word.	Spondee word list (two syllable words with equal stress on each syllable, e.g. baseball).
		2. Present 3 syllable words, dividing in 2 second intervals: ham__bur__ger, a__part__ment. Child names word.	If children have trouble naming word, present visual stimuli-pictures of words, as you say divided sounds. Do not progress until pictures are phased out.
		3. Present one syllable word, divided at final sound, e.g. boa 2 secs. t ca _____ t	
		4. Divide 1 syllable words at initial sound. b ____ oat p ____ en	
		5. Present 1 syllable CVC word divided at each phoneme. p-i-g, k-i-t, b-a-g	CVC - consonant-vowel-consonant.
		6. Present random word list dividing at each phoneme. Child names word. d-e-s-k w-i-n-d-ow	Phase out visual cues.
		7. Begin sound-syllable association and blending training-phonics approach with word-attack skills.	Sequential Skills System reading program-Adams and Sawyer. EH Guidelines (white pages) p. 135.

SECTION 03 Language Development

Sub-sections:	01	Receptive Language (Auditory)	4 Objectives
		" " (Visual)	6 Objectives
	02	Associative Language (Auditory)	5 Objectives
		" " (Visual)	4 Objectives
	03	Expressive Language	4 Objectives

Language Development Page 29

01	Receptive Language (Auditory)	4 Objectives	Page 30
	" " (Visual)	6 Objectives	Page 36
02	Associative Language (Auditory)	5 Objectives	Page 39
	" " (Visual)	4 Objectives	Page 48
03	Expressive Language	4 Objectives	Page 52

Involves the ability to understand what is heard. Problems here will hinder a child in atte obtaining information from his environment, attaching meaning to words.

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-01-01 Child can follow simple commands.	Child can motorically respond to two-word commands.	1. Present two-word command, e.g. "stand up," "sit down," "come here," "shut/open door," "get Susie," "bring book."
03-01-02 Child can identify concrete nouns.	Child can point to object named.	1. Present one object, having child point to object each time you say, "Point to _____." Use items common in child's environment, e.g. house, school, food, body parts, clothing, and people, e.g. Point to apple. Point to shoe. Point to phone. Point to boy. 2. Present two objects already learned in Step #1, having child point to the one you name. 3. Present three objects alread learned in Step #1, having child point to one named.

nderstand what is heard. Problems here will hinder a child in attending to oral directions, m his environment, attaching meaning to words.

(Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can motorically respond to two-word commands.	1. Present two-word command, e.g. "stand up," "sit down," "come here," "shut/open door," "get Susie," "bring book."	Bush & Giles, Aids to Psycholinguistic Teaching. Chapter on auditory reception. Yates, "Psycholinguistic Training Outlines." Learning Basic Skills through Music - Records I, II Cross Reference Auditory Sequential Memory 02-02-02
	Child can point to object named.	1. Present one object, having child point to object each time you say, "Point to _____." Use items common in child's environment, e.g. house, school, food, body parts, clothing, and people, e.g. Point to apple. Point to shoe. Point to phone. Point to boy. 2. Present two objects already learned in Step #1, having child point to the one you name. 3. Present three objects already learned in Step #1, having child point to one named.	Place objects on dark background. If possible use objects of actual size. Keep objects as visually simple as possible, e.g. plain red coat versus plaid. Vary naming order and position of objects. Whitman Help Yourself First Book. Sullivan Readiness in Language Arts, Book 1. Supplemental Dittoes Activities.

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child can point to picture named.	4. Present one pictured noun, having child point as above. 5. Present two pictures - have child point as in Step #2. 6. Present three pictures - same as Step #3.
03-01-03 Child will demonstrate that he understands simple phrases, concepts and directions.	Child can identify like pictures with adjective variable (big, little, red, yellow, blue)	1. Present two pictures of same noun with varying adjective, e.g. big house/little house, red book/blue book, big shoe/little shoe, yellow crayon/red crayon. Child points to picture named, e.g. "Point to little house"
	Child can identify additional adjectives (happy, sad, tall, short, green, white, black, orange, purple, open, shut, dirty, clean)	2. Same as above, using additional adjectives
	Child can identify absence or presence of noun (negative concept)	3. Present two noun pictures, having child point to one named, e.g. point to car. Point to no car. Point to no girl. Point to girl. Although this is not grammatical correct, the objective of this step is to teach the negative concept only at the earliest developmental level.

e (Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can point to picture named.	4. Present one pictured noun, having child point as above. 5. Present two pictures - have child point as in Step #2. 6. Present three pictures - same as Step #3.	Pictures in Levels P and 1. Peabody Language Development Kits.
he	Child can identify like pictures with adjective variable (big, little, red, yellow, blue)	1. Present two pictures of same noun with varying adjective, e.g. big house/little house, red book/blue book, big shoe/little shoe, yellow crayon/red crayon. Child points to picture named, e.g. "Point to little house"	Peabody Language Development Kit #P. Lotto Games Flannel Board Items (opposites) Hap Palmer records. Supplemental Ditto Activities.
	Child can identify additional adjectives (happy, sad, tall, short, green, white, black, orange, purple, open, shut, dirty, clean)	2. Same as above, using additional adjectives	
	Child can identify absence or presence of noun (negative concept)	3. Present two noun pictures, having child point to one named, e.g. point to car. Point to no car. Point to no girl. Point to girl. Although this is not grammatically correct, the objective of this step is to teach the negative concept only at the earliest developmental level.	

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child can identify like pictures with verb variable. (sitting, standing, walking, running, washing, eating, sleeping, talking.)	4. Present two pictures of com noun with varying verb, e.g boy sitting/boy standing. cat walking/cat running. Child points to picture named.
	Child can identify like pictures with additional verbs (laughing, crying, pulling, pushing, jumping, riding, flying, swimming, kicking, reading, writing, drinking, catching, throwing, swinging, smiling, barking.	5. Same as above using additional verbs.
	Child can identify absence or presence of action (negative concept).	6. Present two verb pictures having child point to one named, e.g. Point to boy running. Point to boy not running.
	Child can identify like picture with preposition variable (on, in, under, behind, next to, in front of, right, left, over).	7. Teach one or two prepositions at a time, e.g. in opposite pairs. Follow entire procedure for each preposition. Demonstrate with object and name, e.g. the ball is under the table I am next to the desk. Johnny is behind Billy.
		8. Have child perform designat action with object, e.g. pu the ball in front of the chair. Raise your right han

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Child can identify like pictures with verb variable. (sitting, standing, walking, running, washing, eating, sleeping, talking.)	4. Present two pictures of same noun with varying verb, e.g. boy sitting/boy standing. cat walking/cat running. Child points to picture named.	Have child perform action. Action pictures - Peabody Kits. Magazine action pictures.
Child can identify like pictures with additional verbs (laughing, crying, pulling, pushing, jumping, riding, flying, swimming, kicking, reading, writing, drinking, catching, throwing, swinging, smiling, barking.	5. Same as above using additional verbs.	
Child can identify absence or presence of action (negative concept).	6. Present two verb pictures having child point to one named, e.g. Point to boy running. Point to boy not running.	
Child can identify like picture with preposition variable (on, in, under, behind, next to, in front of, right, left, over).	7. Teach one or two prepositions at a time, e.g. in opposite pairs. Follow entire procedure for each preposition. Demonstrate with object and name, e.g. the ball is under the table. I am next to the desk. Johnny is behind Billy.	EH Guidelines (white pages) p. 158-169
	8. Have child perform designated action with object, e.g. put the ball in front of the chair. Raise your right hand.	

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		9. Have child point to pictured preposition, e.g. Boy next to girl, airplane over house.
		10. Present several pictures of like object-different prepositions, e.g. Point to girl under bed. Now point to girl in bed.
	Child can identify pictures with random verbs, nouns, and prepositions used.	11. Present two action pictures. Child points to picture named, e.g. "Point to cat sleeping under the table."
		12. Present three action pictures - same as above.
		13. Present four action pictures - same as above.
	Child can identify pictures with random adjectives, nouns, verbs and preposition phrases.	14. Present two action pictures. child points as directed, e.g. point to dirty dog hiding under the bed.
		15. Present three pictures as above.
		16. Present four pictures as above.

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	9. Have child point to pictured preposition, e.g. Boy next to girl, airplane over house.	Flannel Board Items Instructo
	10. Present several pictures of like object-different prepositions, e.g. Point to girl under bed. Now point to girl in bed.	DLM Spatial Relations Cards. Inventory of Developmental Tasks (blue pages) p. 58
Child can identify pictures with random verbs, nouns, and prepositions used.	11. Present two action pictures-Child points to picture named, e.g. "Point to cat sleeping under the table."	
	12. Present three action pictures - same as above.	
	13. Present four action pictures - same as above.	
Child can identify pictures with random adjectives, nouns, verbs and preposition phrases.	14. Present two action pictures-child points as directed, e.g. point to dirty dog hiding under the bed.	
	15. Present three pictures as above.	
	16. Present four pictures as above.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child can identify pictures of nominative pronouns (I, you, he, she, they).	17. Demonstrate the difference between I and you, e.g. I am throwing the ball to yo I have the beanbag. You don't have the beanbag. No you have the beanbag, etc.
		18. Present pictures of singul and plural people. Explain rule: For a boy/man, we sa he; for a girl/lady, we sa she; for more than one per son, we say they. Have child point to person name e.g. Point to he is runnin point to she is big, point to they are in the car.
	Child can indicate understanding of true/false statements (by saying yes/no, nodding head, raising finger).	19. Present statements about action pictures, e.g. the chair is green. The child indicates whether statemen is true/false.
03-01-04 Child can understand questions.	Child can indicate answer to yes/no question.	1. Present questions about pictures, e.g. Is the boy runn.ng? Is the red car behind the boat? Is she kicking the dirty ball?
		2. Ask the child simple yes/n personal questions, e.g. are you sitting? Are you standing? Are you a boy? Am I your mother?

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can identify pictures of nominative pronouns (I, you, he, she, they).	17. Demonstrate the difference between I and you, e.g. I am throwing the ball to you. I have the beanbag. You don't have the beanbag. Now you have the beanbag, etc.	
		18. Present pictures of singular and plural people. Explain rule: For a boy/man, we say he; for a girl/lady, we say she; for more than one person, we say they. Have child point to person named, e.g. Point to he is running, point to she is big, point to they are in the car.	
	Child can indicate understanding of true/false statements (by saying yes/no, nodding head, raising finger).	19. Present statements about action pictures, e.g. the chair is green. The child indicates whether statement is true/false.	EH Guidelines (white pages) p. 187.
ons.	Child can indicate answer to yes/no question.	1. Present questions about pictures, e.g. Is the boy running? Is the red car behind the boat? Is she kicking the dirty ball?	EH Guidelines (pp. 46-53.
		2. Ask the child simple yes/no personal questions, e.g. are you sitting? Are you standing? Are you a boy? Am I your mother?	

03 Receptive Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		3. Ask <u>do</u> questions without pictures, e.g. Do horses fly? Do babies cry? Do mannequins walk? Do ladders digest?

(Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		3. Ask do questions without pictures, e.g. Do horses fly? Do babies cry? Do mannequins walk? Do ladders digest?	

Receptive Language (Visual) - The ability of the child to understand or interpret what he see comprehend the meaning of symbols, written words or pictures. P in discriminations of similarly shaped letters or words, in uti pictures in reading, workbook assignments or reading maps or gr

03 Receptive Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-01-05 Child will be able to match similar objects.	Present the child with a picture of a common object. From a group of four pictures he is to match the two that go together.	Show the child a picture of a dog or other animal. Present four other pictures which contain the same animal with the others unrelated. Have the child point to the object which relates to the stimulus picture. Same as above for clothing, fruit, cars, chairs or other common objects.
03-01-06 Child will be able to match objects of similar use.	Present the child with a picture of a common object. From a group of similar objects the child matches the two which have the same use.	Show the child a picture of a pencil. From a group of related pictures (pen, typewriter paint brush, pencil sharpener) the child points to the same use as the stimulus picture. Same as above for shoe - boot, waste basket - garbage can, bat - tennis racket, sweater - coat.
		Use pictures for these which contain objects which are related but not of the same use.

- The ability of the child to understand or interpret what he sees. Involves the ability to comprehend the meaning of symbols, written words or pictures. Problem here can hinder a child in discriminations of similarly shaped letters or words, in utilizing context clues from pictures in reading, workbook assignments or reading maps or graphs.

sual)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Present the child with a picture of a common object. From a group of four pictures he is to match the two that go together.	Show the child a picture of a dog or other animal. Present four other pictures which contain the same animal with the others unrelated. Have the child point to the object which relates to the stimulus picture. Same as above for clothing, fruit, cars, chairs or other common objects.	For most activities in this area pictures may be obtained from various catalogues or magazines. Blue Section (48-52) White Section (51-52) Valett Manual (27, 29, 30)
	Present the child with a picture of a common object. From a group of similar objects the child matches the two which have the same use.	Show the child a picture of a pencil. From a group of related pictures (pen, typewriter, paint brush, pencil sharpener) the child points to the same use as the stimulus picture. Same as above for shoe - boot, waste basket - garbage can, bat - tennis racket, sweater - coat.	
		Use pictures for these which contain objects which are related but not of the same use.	

03 Receptive Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-01-07 Child will be able to match pictures which indicate the same action.	Present the child with a picture of a child or person engaged in an action. From a group of pictures showing people doing various things the child matches two similar actions.	Show the child a picture of a person or another child running from a group of four other pictures (3 showing other actions and 1 running) the child matches the two which indicate the same actions. Same as above for eating, playing, reading.
03-01-08 Child will be able to match pictures which indicate the same feeling.	Present the child with a picture of a child or person expressing a feeling. From a group of other pictures the child matches two expressing the same feeling.	Show the child a picture of another child or person expressing a feeling of happiness. From four other pictures (some depicting actions and one the same feeling as the stimulus picture the child matches the two pictures indicating the same feeling. Same as above for sadness, anger, daydreaming.

sual)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Present the child with a picture of a child or person engaged in an action. From a group of pictures showing people doing various things the child matches two similar actions.	Show the child a picture of a person or another child running from a group of four other pictures (3 showing other actions and 1 running) the child matches the two which indicate the same actions. Same as above for eating, playing, reading.	Also use objective 04-03-04
	Present the child with a picture of a child or person expressing a feeling. From a group of other pictures the child matches two expressing the same feeling.	Show the child a picture of another child or person expressing a feeling of happiness. From four other pictures (some depicting actions and one the same feeling as the stimulus picture the child matches the two pictures indicating the same feeling. Same as above for sadness, anger, daydreaming.	Peabody Language Kit (Selected Story Pictures)

03 Receptive Language (Visual)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-01-09 Child will be able to identify a part missing from an object.	Present the child with pictures of objects which all contain a part missing. Child is to identify the part.	Show the child pictures of common objects which have a part missing: Dog - - - ears Table - - leg Wagon - - wheel Person - foot Child names missing part. Same as above but increased in difficulty. Telephone - cord Door - - - knob Jaw - - - - teeth Clock - - - hands Utilize other objects.
03-01-10 Child will be able to identify absurdities in pictures.	Present the child with a picture containing an absurdity. Child tells what the absurdity is.	Show the child a picture containing an absurdity. Child is to tell what the absurdity is. Some examples might be: 1. Cat playing with a mouse. 2. Child walking in the rain. 3. Boy filling a bucket of water with a hole in it. 4. Man sitting backwards in the driving seat of a car. 5. Person reading a paper upside down. 6. Lady carrying a tray of dishes upside down. Increase pictures in complexity as child increases skill.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
fy t.	Present the child with pictures of objects which all contain a part missing. Child is to identify the part.	Show the child pictures of common objects which have a part missing: Dog - - - ears Table - - leg Wagon - - wheel Person - foot Child names missing part. Same as above but increased in difficulty. Telephone - cord Door - - - knob Jaw - - - - teeth Clock - - - hands Utilize other objects.	
	Present the child with a picture containing an absurdity. Child tells what the absurdity is.	Show the child a picture containing an absurdity. Child is to tell what the absurdity is. Some examples might be: 1. Cat playing with a mouse. 2. Child walking in the rain. 3. Boy filling a bucket of water with a hole in it. 4. Man sitting backwards in the driving seat of a car. 5. Person reading a paper upside down. 6. Lady carrying a tray of dishes upside down. Increase pictures in complexity as child increases skill.	

Assesses the ability to utilize categorical reasoning; to relate past learned experiences t relationships between concepts and specific words. Problems in this area will hinder a chil ingfully and in problem-solving activities.

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-02-01 The Child will be able to classify and categorize.	Child can match object to object, picture to picture.	1. Give child three objects, asking him to match like objects. 2. Give child five objects, asking him to match the two like objects. 3. Give the child one object with four pictures, having child match object to appropriate picture. 4. Give child four pictures, having him match the two that are alike.
	Child can sort objects and pictures according to categories (e.g. clothing, food, toys, animals, transportation, furniture, buildings, tools). After he demonstrates competency in these areas, above categories may be broken down further, e.g. clothing: warm weather/cold weather; animals: farm/circus.	5. Give child assorted objects with emphasis in one categor Have him select all objects belonging to designated category (teach one category at a time, providing rule: e.g. If you can wear it, it' called clothes. Follow steps 5, 6 and 7 for each category). 6. Give child assorted noun pictures with emphasis in one category. Have him select all pictures belonging to designated categories.

utilize categorical reasoning; to relate past learned experiences to present ones; to understand ncepts and specific words. Problems in this area will hinder a child in expressing ideas mean- solving activities.

e (Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can match object to object, picture to picture.	1. Give child three objects, asking him to match like objects.	
		2. Give child five objects, asking him to match the two like objects.	
		3. Give the child one object with four pictures, having child match object to appropriate picture.	
		4. Give child four pictures, having him match the two that are alike.	Inventory of Developmental Tasks (blue pages) p. 91, 101, 48.
	Child can sort objects and pictures according to categories (e.g. clothing, food, toys, animals, transportation, furniture, buildings, tools). After he demonstrates competency in these areas, above categories may be broken down further, e.g. clothing: warm weather/cold weather; animals: farm/circus.	5. Give child assorted objects with emphasis in one category. Have him select all objects belonging to designated category (teach one category at a time, providing rule: e.g. If you can wear it, it's called clothes. Follow steps 5, 6 and 7 for each category).	Instructo Classification Game. Peabody Language Kits. Selma Herr, Auditory Perception Materials. Aids to Psycholinguistic Teaching, Bush & Giles DLM, Auditory Association Cards DLM Motor Expressive Cards.
		6. Give child assorted noun pictures with emphasis in one category. Have him select all pictures belonging to designated categories.	Fournier, Raymond Classification and Order- Thinking and Writing Series (Prentice Hall)

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		7. Present three nouns aloud, have child state which one belongs to designated category, e.g. "which one is an animal? table, lion, apple?"
		8. Present three nouns aloud, have child state which one doesn't belong to designated category, e.g. "which one is not a food? ice cream, carrot, chair?"
		9. Present four noun examples, having child assign category e.g. listen -fish, bird, dog, cat are all _____.
		10. Present two noun examples having child assign category, e.g. shoes and sweater are both _____.
		11. Present one noun having child state category, e.g. a bird is an _____.
		12. Present one category, having child name as many examples as he can.
03-02-02 Child will be able to understand and express similarities and differences.	Child will be able to tell physical similarities and differences between actual objects, pictured objects, and auditorily presented objects.	1. Teach one concept at a time, having that concept be the only variable. Present two objects having child tell how they are alike and

(Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		7. Present three nouns aloud, have child state which one belongs to designated category, e.g. "which one is an animal? table, lion, apple?"	Instruco Classification and Categorization Distar Language Programs Sullivan Language Programs
		8. Present three nouns aloud, have child state which one doesn't belong to designated category, e.g. "which one is not a food? ice cream, carrot, chair?"	
		9. Present four noun examples, having child assign category e.g. listen -fish, bird, dog, cat are all _____.	
		10. Present two noun examples having child assign category, e.g. shoes and sweater are both _____.	Dittoed Activities.
		11. Present one noun having child state category, e.g. a bird is an _____.	
		12. Present one category, having child name as many examples as he can.	Class team activity.
es	Child will be able to tell physical similarities and differences between actual objects, pictured objects, and auditorily presented objects.	1. Teach one concept at a time, having that concept be the only variable. Present two objects having child tell how they are alike and	Inventory of Developmental Tasks (blue pages) p. 51

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	(Concepts of color, shape, size and composition)	different, e.g. a red ball and a blue ball: both are round, both are toys, both are rubber, one is blue and one is red. 2. Present two objects that vary in several categories, but are alike in at least one, e.g. wooden block and ruler: composition same; color, size and shape different. 3. Present pictures same as Steps 1 and 2. 4. Present three pictures. 5. Present four pictures. 6. Present two nouns aloud, having child tell how they are different and alike. 7. Present three nouns. 8. Present four nouns.
	Child will be able to tell functional similarities and differences between pictured and named objects (concepts of action or object usage and associated person/place/thing).	9. Teach one concept at a time, having that concept be the only variable. Present two pictures, having child tell how they are alik and different, e.g. a broom and dust cloth, both clean:

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
(Concepts of color, shape, size and composition)	different, e.g. a red ball and a blue ball: both are round, both are toys, both are rubber, one is blue and one is red. 2. Present two objects that vary in several categories, but are alike in at least one, e.g. wooden block and ruler: composition same; color, size and shape different. 3. Present pictures same as Steps 1 and 2. 4. Present three pictures. 5. Present four pictures. 6. Present two nouns aloud, having child tell how they are different and alike. 7. Present three nouns. 8. Present four nouns.	
Child will be able to tell functional similarities and differences between pictured and named objects (concepts of action or object usage and associated person/place/thing).	9. Teach one concept at a time, having that concept be the only variable. Present two pictures, having child tell how they are alike and different, e.g. a broom and dust cloth, both clean:	

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		one sweeps and one cleans furniture; mother uses both. A dog house vs. house. Both to live in, but different occupants.
		10. Present two pictures that a in same broad category, but have above-named categorica distinctions, e.g. scissors vs. knife; typewriter vs. crayon; fireman vs. police-man. Child names similarities and differences.
		11. Present three pictures same as above.
		12. Present two nouns aloud, having child tell how they are alike and different.
	Child will be able to tell physical and functional similarities and differences with auditory stimulus only.	13. Present two nouns aloud, having child tell how they are alike and different using all of the above-name categories.

e (Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		one sweeps and one cleans furniture; mother uses both. A dog house vs. house. Both to live in, but different occupants.	
		10. Present two pictures that are in same broad category, but have above-named categorical distinctions, e.g. scissors vs. knife; typewriter vs. crayon; fireman vs. policeman. Child names similarities and differences.	
		11. Present three pictures same as above.	
		12. Present two nouns aloud, having child tell how they are alike and different.	
	Child will be able to tell physical and functional similarities and differences with auditory stimulus only.	13. Present two nouns aloud, having child tell how they are alike and different using all of the above-name categories.	EH Guidelines (white pages) p. 35

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		14. Present 3 nouns aloud, same as above. 15. Present 4 nouns aloud, same as above.
	Given word auditorily, child will provide antonym and synonym.	16. Teach opposite concept, demonstrating in live situation if needed, e.g. on/off, up/down. 17. Present picture of common adjectives or adverb, having child name antonym, e.g. happy/sad, far/near, dirty/clean. 18. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning opposite, e.g. the tree is big. Now tell me a sentence that means the opposite. Pretend that this picture looks just the other way. 19. Present sentence aloud only, having child provide sentence meaning opposite.

(Auditory)

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	14. Present 3 nouns aloud, same as above.	
	15. Present 4 nouns aloud, same as above.	
Given word auditorily, child will provide antonym and synonym.	16. Teach opposite concept, demonstrating in live situation if needed, e.g. on/off, up/down.	
	17. Present picture of common adjectives or adverb, having child name antonym, e.g. happy/sad, far/near, dirty/clean.	DLM Opposite Pictures Milton-Bradley Opposites and synonyms and space relations cards Selma Herr workbooks Peabody Lang. Kits EH Guidelines (white pages) p. 194
	18. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning opposite, e.g. the tree is big. Now tell me a sentence that means the opposite. Pretend that this picture looks just the other way.	
	19. Present sentence aloud only, having child provide sentence meaning opposite.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		20. Teach synonym concept using live situation if needed, e.g. little/small/tiny, fast/quick/speedy. 21. Present picture of common adjective or adverb having child provide synonym, e.g. closing/shutting. 22. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning same thing, e.g. now you tell me another way of saying the same thing. 23. Present sentence aloud only, having child provide sentence meaning same.
03-02-03 Child will be able to derive meaning from auditorily presented clues. (Auditory Imagery)	Given visual and auditory clues, child will be able to name object.	1. Present 3 noun pictures. Give clue aloud relating to only one picture, e.g. comb/brush/apple. I am good to eat. What am I? Bicycle/wagon/car. I have two wheels. What am I? 2. Present 5 noun pictures as above. Progress from obvious differences to subtle distinctions.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		20. Teach synonym concept using live situation if needed, e.g. little/small/tiny, fast/quick/speedy. 21. Present picture of common adjective or adverb having child provide synonym, e.g. closing/shutting. 22. Present picture with accompanying descriptive sentence aloud, having child provide sentence meaning same thing, e.g. now you tell me another way of saying the same thing. 23. Present sentence aloud only, having child provide sentence meaning same.	
	Given visual and auditory clues, child will be able to name object.	1. Present 3 noun pictures. Give clue aloud relating to only one picture, e.g. comb/brush/apple. I am good to eat. What am I? Bicycle/wagon/car. I have two wheels. What am I? 2. Present 5 noun pictures as above. Progress from obvious differences to subtle distinctions.	Selma Herr DLM Auditory Imagery Tapes Peabody Kits Inventory of Developmental Tasks (blue pages) p.100

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		3. Present 8 noun pictures as above. 4. Present 4 clues aloud, having child guess what you are talking about, e.g I am an animal. I live in the zoo. I have a long nec I have spots. What am I? I am a tool. I am made of wood and metal. I have a head. I pound in nails. What am I? 5. Present 3 clues aloud, as above. Use all categories and concepts previously taught. 6. Give child question containing 3 clues, having child guess object, e.g. what has 4 legs, you eat off of it, and it's flat? e.g. who is wearing a green and blue shirt, glasses and has brown hai 7. Give picture or word-card (corresponding to reading skill) having child provide clues for class to guess word.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		3. Present 8 noun pictures as above.	
		4. Present 4 clues aloud, having child guess what you are talking about, e.g. I am an animal. I live in the zoo. I have a long neck. I have spots. What am I? I am a tool. I am made of wood and metal. I have a head. I pound in nails. What am I?	
		5. Present 3 clues aloud, as above. Use all categories and concepts previously taught.	
		6. Give child question containing 3 clues, having child guess object, e.g. what has 4 legs, you eat off of it, and it's flat? e.g. who is wearing a green and blue shirt, glasses and has brown hair?	Have children present riddles to other children in class.
		7. Give picture or word-card (corresponding to reading skill) having child provide clues for class to guess word.	Password game. Inventory of Developmental Tasks (blue pages) p. 92

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Given verbal absurdity, child will be able to tell what's wrong.	8. Present verbal absurdity, having child tell what's wrong, e.g. Tommy's dog drove down the street in the car. It was so windy that day that the flag wasn't moving.
03-02-04 Child can make verbal analogies progressing from simple analogies to increasingly more difficult ones.	Child can fill in verbal analogies presented aloud.	1. A dog says woof. A cat says _____. A chair is to sit on. A bed is to _____. A car is to drive A bike is to _____. Christmas is in winter. July 4th is in _____. The ocean is deep. The bathtub is _____.
03-02-05 Child can express ideas and concepts meaningfully.	Child can utilize descriptive words and describe events.	1. Have child describe commo event, having class guess what it is, e.g. How to m a peanut-butter sandwich. How to get ready for scho How to fry an egg.
		2. Have children relate stor TV show or movie they've seen.
	Child can define words.	3. Give child concrete nouns having them define word according to concepts learned in this section.

ge (Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Given verbal absurdity, child will be able to tell what's wrong.	8. Present verbal absurdity, having child tell what's wrong, e.g. Tommy's dog drove down the street in the car. It was so windy that day that the flag wasn't moving.	Peabody Kits Bush & Giles, Aids to Psycho-linguistic Teaching.
o- le nore	Child can fill in verbal analogies presented aloud.	1. A dog says woof. A cat says _____. A chair is to sit on. A bed is to _____. A car is to drive A bike is to _____. Christmas is in winter. July 4th is in _____. The ocean is deep. The bathtub is _____.	EH Guidelines (white pages) p. 203, pp. 54-62.
	Child can utilize descriptive words and describe events.	1. Have child describe common event, having class guess what it is, e.g. How to make a peanut-butter sandwich. How to get ready for school How to fry an egg.	EH Guidelines pp. 64-67.
		2. Have children relate story, TV show or movie they've seen.	
	Child can define words.	3. Give child concrete nouns, having them define word according to concepts learned in this section.	Inventory of Developmental Tasks (blue pages) p. 89 EH Guidelines (white pages) p. 206, 36.

03 Associative Language (Auditory)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child can reach conclusion in problem-solving situation.	4. Give child problem. Have him verbally describe way to solve, e.g. He's on the roof and his friend takes the ladder away. He comes to school and there's an elephant in the classroom. His best friend steals a candy bar from the drug-store.

ge (Auditory)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can reach conclusion in problem-solving situation.	4. Give child problem. Have him verbally describe way to solve, e.g. He's on the roof and his friend takes the ladder away. He comes to school and there's an elephant in the classroom. His best friend steals a candy bar from the drug-store.	EH Guidelines (white pages) p. 32, 33, 201. Peabody Kits "Brainstorming" sections.

03 Associative Language (Visual) - The ability to draw relationships between concepts presente categorical relationships and incongruities. Problem here context clues from pictures, classifying pictures into cate or graphs or organizing pictures into a story.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-02-06 The child will be able to classify and categorize.	Child can match object to object, picture to picture, picture to written word.	1. Give child three objects, as ing him to match like object 2. Give child five objects, ask ing him to match two like ob jects. 3. Give the child one object wi four pictures, having child match object to appropriate picture. 4. Give child four pictures, ha ing him match two that are alike. 5. Distribute picture cards to children. Show separate pic tures to group; child with matching picture may have i Pictures should be of diffe ent types of the same objec e.g. rocking chair and desk chair. 6. Have child match wordcard t correct picture, given thre alternative pictures.
	Child can sort objects and pictures according to categories (e.g. clothing, food, toys, animals, transportation, tools, furniture, buildings). After he demonstrates competence in	7. Give child assorted objects with emphasis in one catego Have him select all objects belonging to designated cat gory (teach one category at a time.)

isual) - The ability to draw relationships between concepts presented visually. To understand categorical relationships and incongruities. Problem here will hinder a child in using context clues from pictures, classifying pictures into categories, understanding maps or graphs or organizing pictures into a story.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child can match object to object, picture to picture, picture to written word.	1. Give child three objects, asking him to match like objects. 2. Give child five objects, asking him to match two like objects. 3. Give the child one object with four pictures, having child match object to appropriate picture. 4. Give child four pictures, having him match two that are alike. 5. Distribute picture cards to children. Show separate pictures to group; child with matching picture may have it. Pictures should be of different types of the same object, e.g. rocking chair and desk chair. 6. Have child match wordcard to correct picture, given three alternative pictures.	1. Bush and Giles, Aids to Psycholinguistic Teaching pp. 83-107. 1. Rhekus Activities. 2. DLM Word - picture dominoes.
	Child can sort objects and pictures according to categories (e.g. clothing, food, toys, animals, transportation, tools, furniture, buildings). After he demonstrates competence in	7. Give child assorted objects with emphasis in one category. Have him select all objects belonging to designated category (teach one category at a time.)	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		12. Using dittoed word groups, ask the child to find the word that does not belong with the others, as in #9.
03-02-07		
Child can make visual analogies progressing from simple analogies to increasing by more difficult ones.	Child can indicate correct picture to complete a visual analogy.	1. Present two pictures which relate, e.g. shoe and foot, pen and paper, etc. Give the child one additional picture to begin an analogy and a choice of four pictures with which to complete it, e.g. pictures of shown bird & c. Present pictures of car, lake, garage, tree and str. Child chooses appropriate picture to complete analogy.
03-02-08		
Child will be able to derive meaning from visually presented clues.	Given visual incongruity, child will be able to mark errors.	1. Present pictures (on ditto with "something wrong" e.g. A clock numbered backward. A cowboy riding a kangaroo. An arithmetic problem with wrong answer. Child marks errors or corr. picture.

Visual)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		12. Using dittoed word groups, ask the child to find the word that does not belong with the others, as in #9.	
gies lo- dif-	Child can indicate correct picture to complete a visual analogy.	1. Present two pictures which relate, e.g. shoe and foot, pen and paper, etc. Give the child one additional picture to begin an analogy and a choice of four pictures with which to complete it, e.g. pictures of shown bird & cage. Present pictures of car, lake, garage, tree and street. Child chooses appropriate picture to complete analogy.	1. Dittoed Activities. Commercial Workbooks.
ve	Given visual incongruity, child will be able to mark errors.	1. Present pictures (on ditto) with "something wrong" e.g. A clock numbered backward. A cowboy riding a kangaroo. An arithmetic problem with the wrong answer. Child marks errors or corrects picture.	1. Refer to objective 03-01-10.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		2. Present a series of writte sentences at child's readi level containing semantic punctuation absurdities, e Tommy? ran away The meat was as tough as butter. The dog sang in the moonli Child marks or corrects er
03-02-09 Child can express ideas and concepts meaningfully using visual symbols.	Child can utilize artistic and written description.	1. Present written statement child to illustrate, e.g. The train has five cars. The caboose at the end is The second car is the long Johnny was surprised to fi that his dog had had six p pies in his closet, etc.
		2. Draw a picture with unresc action, e.g. A boy fishing and a skunk ting behind him. Ask the children to draw picture showing what happ
		3. Using same type of pictur above, ask child to write description of what happe next.
		4. Show ink blots, abstract ings, etc. Child writes "It looks like . . . "

/isual)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		2. Present a series of written sentences at child's reading level containing semantic or punctuation absurdities, e.g. Tommy? ran away The meat was as tough as butter. The dog sang in the moonlight. Child marks or corrects error.	
	Child can utilize artistic and written description.	1. Present written statement for child to illustrate, e.g. The train has five cars. The caboose at the end is red. The second car is the longest. Johnny was surprised to find that his dog had had six puppies in his closet, etc.	
		2. Draw a picture with unresolved action, e.g. A boy fishing and a skunk sitting behind him. Ask the children to draw a picture showing what happened.	
		3. Using same type of picture as above, ask child to write a description of what happens next.	
		4. Show ink blots, abstract drawings, etc. Child writes "It looks like . . ."	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	these areas, above categories may be broken down further, e.g. clothing: winter/summer. food: vegetables/fruit.	8. Give child assorted noun pictures with emphasis in one category. Have him select all pictures belonging to designated category. 9. Use dittoed activities with small pictures in groups of four with one or two unrelated. Give directions: e.g. Color red the thigs we can eat. Put a line under the ones mother uses to clean the house. 10. Use dittoed activities with small pictures or line drawings: Draw a line from each one its home: horse — nest dog — barn bird — tepee Indian — fishbowl fish — doghouse 11. Using dittoed pictures, ask the child to find the picture that does not belong with the others, e.g. hammer, saw, cup, wrench.

(Visual)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	these areas, above categories may be broken down further, e.g. clothing: winter/summer. food: vegetables/fruit.	8. Give child assorted noun pictures with emphasis in one category. Have him select all pictures belonging to designated category. 9. Use dittoed activities with small pictures in groups of four with one or two unrelated. Give directions: e.g. Color red the thigs we can eat. Put a line under the ones mother uses to clean the house. 10. Use dittoed activities with small pictures or line drawings: Draw a line from each one to its home: horse — nest dog — barn bird — tepee Indian — fishbowl fish — doghouse 11. Using dittoed pictures, ask the child to find the picture that does not belong with the others, e.g. hammer, saw, cup, wrench.	1. Instructo - flannel board aids. 2. Instructo Classification Game. 3. Peabody Language Kits. 4. DLM - Association Cards Motor Expressive Cards.

03

Expressive Language involves the ability to use skills necessary to express ideas. Problem here expressing ideas, using proper syntax (grammar), and using complete sentences. (See Auditory As language skills)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
03-03-01 Child will be able to name ple nouns and verbal or severely language yed child, follow this tion concurrently with the ptive language section)	Child will have functional 50 word core vocabulary (use common nouns and verbs, as well as words relevant to that child's environment). (All should be picturable.)	1. Present objects for child name e.g. "spoon, what is this?" Child repeats. "Chair - what is this?" the fade-out noun and present question only. 2. Present action for child t name e.g. "Eating - what a I doing?" Child repeats. 3. Present pictures (both action and noun) and have child name same as above. Alternate.
03-03-02 Child will be able to produce phrases of increasing length and syntactic complexity.	Child will be able to produce verb-noun phrases.	1. Using core vocabulary word perform action with object At same time, say verb-nou phrase, e.g. kick ball - have child repeat action a phrase. 2. Perform action with object ask child, "What do I do?" Child answers verb-noun, e.g. read book. 3. Present noun picture and a child "what do you do?" e. drive car.

the ability to use skills necessary to express ideas. Problem here will hinder a child in
er syntax (grammar), and using complete sentences. (See Auditory Association for conceptual

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
age e	Child will have functional 50 word core vocabulary (use common nouns and verbs, as well as words relevant to that child's environment). (All should be picturable.)	1. Present objects for child to name e.g. "spoon, what is this?" Child repeats. "Chair - what is this?" then fade-out noun and present question only. 2. Present action for child to name e.g. "Eating - what am I doing?" Child repeats. 3. Present pictures (both action and noun) and have child name same as above. Alternate.	
e	Child will be able to produce <u>verb</u>-<u>noun</u> phrases.	1. Using core vocabulary words, perform action with object. At same time, say verb-noun phrase, e.g. kick ball - have child repeat action and phrase. 2. Perform action with object and ask child, "What do I do?" Child answers verb-noun, e.g. read book. 3. Present noun picture and ask child "what do you do?" e.g. drive car.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child will be able to produce adjective-noun phrases.	4. Using core vocabulary word present object plus adject -noun phrase, e.g. happy baby. Have child repeat phrase.
		5. Present same objects and child, "What is it?" Child answers: adjective-noun, e.g. little dog.
		6. Present noun picture askin child "What is it?" e.g. red apple.
	Child will be able to produce verb the noun phrases.	7. Using core vocabulary word present picture plus phras e.g. climb the tree, drink the milk. Have child repe
		8. Present picture asking ch "What do you do?" Child answers e.g. ride the bik Open the door.
	Child will be able to use first person sentences.	9. Present same objects plus action phrase, e.g. "I kic the ball-what do you do?" Child answers, "I kick the ball."
		10. Present same objects and question "What do you do?" e.g. I draw the picture.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Child will be able to produce adjective-noun phrases.	4. Using core vocabulary words, present object plus adjective -noun phrase, e.g. happy baby. Have child repeat phrase.	
	5. Present same objects and ask child, "What is it?" Child answers: adjective-noun, e.g. little dog.	
	6. Present noun picture asking child "What is it?" e.g. red apple.	
Child will be able to produce verb the noun phrases.	7. Using core vocabulary words, present picture plus phrase, e.g. climb the tree, drink the milk. Have child repeat.	
	8. Present picture asking child "What do you do?" Child answers e.g. ride the bike. Open the door.	
Child will be able to use first person sentences.	9. Present same objects plus action phrase, e.g. "I kick the ball-what do you do?" Child answers, "I kick the ball."	Inventory of Developmental Tasks (blue pages) p. 87.
	10. Present same objects and question "What do you do?" e.g. I draw the picture.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		11. Present same objects plus phrase: I see the noun, what do you see? I have the noun, what do you have? I want the noun, what do you want? Child answers appropriately
		12. Present object and question alone. Child answers appropriately.
	Child will be able to use second-person pronoun in sentence.	13. Present objects and action plus sentences using core verbs, having child imitate e.g. push car and say: "Tell me what I do. Say you push the car." Child imitates.
		14. Present objects plus questions, having child answer appropriately, e.g. "Tell me what I do?" "Tell me what I see" "Tell me what I have" Child says "you....."
	Child will be able to use preposition (in, on, under, behind, next to, in front of, right, left, over). Follow next 4 steps for each preposition; teach separately.	15. Demonstrate spatial position with objects and say phrase, e.g. "on the box." Child imitates.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	11. Present same objects plus phrase: I see the noun, what do you see? I have the noun, what do you have? I want the noun, what do you want? Child answers appropriately.	
	12. Present object and question alone. Child answers appropriately.	
Child will be able to use second-person pronoun in sentence.	13. Present objects and action plus sentences using core verbs, having child imitate. e.g. push car and say: "Tell me what I do. Say you push the car." Child imitates.	
	14. Present objects plus questions, having child answer appropriately, e.g. "Tell me what I do?" "Tell me what I see" "Tell me what I have" Child says "you....."	
Child will be able to use preposition (in, on, under, behind, next to, in front of, right, left, over). Follow next 4 steps for each preposition; teach separately.	15. Demonstrate spatial positions with objects and say phrase, e.g. "on the box." Child imitates.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		16. Place object and ask question, "Where is the noun?" Child answers appropriately
		17. Same as above with pictures
		18. Alternate pictures varying prepositions-child answers "Where is the noun?"
03-03-03 Child will be able to use the negative concept in expressive language.	Child will use not correctly in sentences.	1. Present 2 noun pictures and say, "This is a noun. This is not a noun." Child repeats
		2. Present 2 verb or preposition pictures and say "Verbing. Not verbing" or "Preposition the noun. Not preposition noun." e.g. jumping. Not jumping. On the table. Not on the table. Child repeats
		3. Present one picture saying, "Is the noun preposition/verbing/adj.?" Child says: Noun is not... e.g. Is the ball red? The ball is not red (or) Is the balloon on the table? The balloon is not on the table.
03-03-04 Child will demonstrate correct use of syntax.	Child will use subject/verb agreement using the verb to be.	1. Present action picture saying, "The noun is verbing." Child repeats. e.g. The boy is running.
		2. Present action picture saying "The noun is verbing. What is the noun doing? Child answers.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		16. Place object and ask question, "Where is the noun?" Child answers appropriately.	
		17. Same as above with pictures.	
		18. Alternate pictures varying prepositions-child answers "Where is the noun?"	
the ive	Child will use <u>not</u> correctly in sentences.	1. Present 2 noun pictures and say, "This is a noun. This is <u>not</u> a noun." Child repeats.	
		2. Present 2 verb or preposition pictures and say "Verbing. Not verbing" or "Preposition the noun. Not preposition the noun." e.g. jumping. Not jumping. On the table. Not on the table. Child repeats.	
		3. Present one picture saying, "Is the noun preposition/ verbing/adj.?" Child says: Noun is not... e.g. Is the ball red? The ball is not red (or) Is the balloon on the table? The balloon is not on the table.	
ect	Child will use subject/verb agreement using the verb <u>to be</u>.	1. Present action picture saying, "The noun is verbing." Child repeats. e.g. The boy is running.	Peabody Kit, action pictures, magazine pictures, Slinger-land, beginning reading pictures.
		2. Present action picture saying "The noun is verbing. What is the noun doing? Child answers.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		3. Present action picture and question. What is the noun doing?
		4. Explain that "are" is for more than one thing. Follow steps 1-3 with plural noun pictures using only regular plurals, e.g. dogs.
		5. Explain concept of past tense. Using same picture as above, follow steps 1-3. The boy was running. What was the boy doing?
	Child will demonstrate subject/verb agreement using third-person pronouns.	6. Explain he is for boys, she is for girls, they is for more than one person. Present picture saying, "He is verbing, or she is verbing, or they are verbing. Who is verbing? Child answers. Alternate pronouns.
		7. Present picture saying, he was verbing, she was verbing, they were verbing. Who was verbing.
		8. Present pictures and questions. Randomly vary pronoun and tense required. e.g. What is verbing? Who was verbing?

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	3. Present action picture and question. What is the noun doing?	
	4. Explain that "are" is for more than one thing. Follow steps 1-3 with plural noun pictures using only regular plurals, e.g. dogs.	
	5. Explain concept of past tense. Using same picture as above, follow steps 1-3: The boy was running. What was the boy doing?	
Child will demonstrate subject/verb agreement using third-person pronouns.	6. Explain he is for boys, she is for girls, they is for more than one person. Present picture saying, "He is verbing, or she is verbing, or they are verbing. Who is verbing? Child answers. Alternate pronouns.	
	7. Present picture saying, he was verbing, she was verbing, they were verbing. Who was verbing.	
	8. Present pictures and questions. Randomly vary pronoun and tense required. e.g. What is verbing? Who was verbing?	Inventory of Developmental Tasks (blue pages) p. 94.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		9. Present pictures and questions using negative. e.g. Was he jumping? Child says, He was not jumping. Is she running? No, she is not running.
		10. Present picture and say "Te me about the noun (or the nouns)." Child uses correct verb, e.g. Tell me about th boy. The boy is running.
	Child will demonstrate correct use of tensing.	11. Present action picture and sentence 'the noun verbs!' Child repeats, e.g. The bird flies.
		12. Present action picture and sentence. "The noun verbs. What does the noun do?" Child answers.
		13. Present action picture and question. Child answers. e.g. What does the broom do The broom sweeps.
		14. Present action picture and sentences. The noun verbed. Child repeats. Use only regular verbs, e.g. The mother laughed.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		9. Present pictures and questions using negative. e.g. Was he jumping? Child says, He was not jumping. Is she running? No, she is not running.	
		10. Present picture and say "Tell me about the noun (or the nouns)." Child uses correct verb, e.g. Tell me about the boy. The boy is running.	
	Child will demonstrate correct use of tensing.	11. Present action picture and sentence "the noun verbs." Child repeats, e.g. The bird flies.	
		12. Present action picture and sentence. "The noun verbs. What does the noun do?" Child answers.	
		13. Present action picture and question. Child answers. e.g. What does the broom do? The broom sweeps.	
		14. Present action picture and sentences. The noun verbed. Child repeats. Use only regular verbs, e.g. The mother laughed.	EH Guidelines (white pages) p. 197.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		15. Present picture and sentence and question: "The noun verbed. What did the noun do Child answers. Regular verbs only.
		16. Pictures and question-What did the noun do? Child answers. Regular verb only.
		17. Follow steps 14-16, drilling on irregular verb past tensing. The following verbs are suggested: take do see drink hit cut throw write sing pound shut bring paint sit blow begin fly drive eat go taste read come run fall plant hang find steal e.g. Today I/he/she verbs. Yesterday I/he/she verbed (irregular).
		18. Present irregular verb picture. Have child use verb i sentence. e.g. The man drov the car.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		15. Present picture and sentence and question: "The noun verbed. What did the noun do?" Child answers. Regular verbs only.	
		16. Pictures and question-What did the noun do? Child answers. Regular verb only.	
		17. Follow steps 14-16, drilling on irregular verb past tensing. The following verbs are suggested: take do see drink hit cut throw write sing pound shut bring paint sit blow begin fly drive eat go taste read come run fall plant hang find steal e.g. Today I/he/she verbs. Yesterday I/he/she verbed (Irregular).	Make flashcards with present and past tense verb forms for both regular and irregular verb conjugations.
		18. Present irregular verb picture. Have child use verb in sentence. e.g. The man drove the car.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child will demonstrate correct use of plurals.	19. Present plural action pic ture and sentence. The nouns verb. Child repeats e.g. The boys run. Use regular plurals only.
		20. Picture and sentence and questions. e.g. The dogs bark. What do the dogs do
		21. Picture and question. Wha do the nouns do? Child answers.
		22. Picture and sentence. The nouns verbed. Child repea Use regular plurals only.
		23. Picture and sentence plus question. What did the no do? Child answers.
		24. Picture and question. Wha did the nouns do?
		25. Follow steps 18-23 for i regular plurals. The following are suggested:

Chalk	Mouse
Fish	Woman
Sheep	Foot
Deer	Goose
Leaf	Man
Soap	Child
Wife	Person
Knife	Tooth
Thief	Wolf

ge

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child will demonstrate correct use of plurals.	19. Present plural action picture and sentence. The nouns verb. Child repeats. e.g. The boys run. Use regular plurals only.	
		20. Picture and sentence and questions. e.g. The dogs bark. What do the dogs do?	
		21. Picture and question. What do the nouns do? Child answers.	
		22. Picture and sentence. The nouns verbed. Child repeats. Use regular plurals only.	
		23. Picture and sentence plus question. What did the nouns do? Child answers.	
		24. Picture and question. What did the nouns do?	
		25. Follow steps 18-23 for irregular plurals. The following are suggested: Chalk — Mouse Fish — Woman Sheep — Foot Deer — Goose Leaf — Man Soap — Child Wife — Person Knife — Tooth Thief — Wolf	Make flashcards with singular picture on one side and plural on other.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		26. Present irregular plural picture-child uses word in sentence.
	Child will be able to conjugate the verbs do and have.	27. Drill with flashcards and pictures: I have, we have, you have, he/she has, they have. I do we do you do you do he/she does they do I don't We don't You don't You don't he/she doesn't They don't
	Child will be able to formulate wh questions. (who, what, where, when, why)	28. Explain - who is for people, what is for things. Hold picture toward you and say "I see something/someone verbing. Ask me what/who." e.g. I see someone eating. Ask me who. Child asks-Who is eating? Teacher answers and shows picture. Teach who and what together. Repeat #28 for where, when, and why.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	26. Present irregular plural picture-child uses word in sentence.	
Child will be able to conjugate the verbs do and have.	27. Drill with flashcards and pictures: I have, we have, you have, he/she has, they have. I do we do you do you do he/she does they do I don't We don't You don't You don't he/she doesn't They don't	EH Guidelines (white pages) p. 199
Child will be able to formulate wh questions. (who, what, where, when, why)	28. Explain - who is for people, what is for things. Hold picture toward you and say "I see something/someone verbing. Ask me what/who." e.g. I see someone eating. Ask me who. Child asks-Who is eating? Teacher answers and shows picture. Teach who and what together. Repeat #28 for where, when, and why.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
	Child will be able to use comparative and superlative.	29. Explain concept of comparative and superlative. 30. Present 3 pictures illustrating comparatives regular forms. Using graded sizes, feelings, and other adjectives and adverb e.g. tall, taller, tallest. ugly, uglier, ugliest. fast, faster, fastest. (dog) (Horse) (car) Drill on above, e.g.: This dog is little. This dog is _____. This dog is the _____. Vary order. 31. Present 3 pictures illustrating irregular comparative. Some-more-most (few) Good-better-best. Drill as above.
	Child will be able to use possessive pronouns (my, your, his, her, their, our)	32. Illustrate possession in classroom. e.g. This is my desk. This is your book. This is her work. This is their team. This is our class. 33. Drill using live examples and appropriate questions. e.g. Whose class is this? Child says, This is our class. Whose coat is that? That is her coat.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Child will be able to use comparative and superlative.	29. Explain concept of comparative and superlative.	
		30. Present 3 pictures illustrating comparatives regular forms. Using graded sizes, feelings, and other adjectives and adverbs. e.g. tall, taller, tallest. ugly, uglier, ugliest. fast, faster, fastest. (dog) (Horse) (car) Drill on above, e.g.: This dog is little. This dog is _____. This dog is the _____. Vary order.	Dittoes activities Cut and paste According to size and label Filling in blank with correct form.
		31. Present 3 pictures illustrating irregular comparative. Some-more-most (few) Good-better-best. Drill as above.	Valett Conceptual Skills EH Guidelines (white pages) p. 214
	Child will be able to use possessive pronouns (my, your, his, her, their, our)	32. Illustrate possession in classroom. e.g. This is my desk. This is your book. This is her work. This is their team. This is our class.	
		33. Drill using live examples and appropriate questions. e.g. Whose class is this? Child says, This is our class. Whose coat is that? That is her coat.	

03 Expressive Language

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		Whose room is that? That is their room.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		Whose room is that? That is their room.	

SECTION 04 Visual Perception

Sub-sections:	01	Visual Discrimination	10 Objectives
	02	Visual Sequential Memory	8 Objectives
	03	Visual Closure	8 Objectives

04	Visual Perception		Page 63
01	Visual Discrimination	10 Objectives	Page 64
02	Visual Sequential Memory	8 Objectives	Page 85
03	Visual Closure	8 Objectives	Page 90

1. Visual discrimination is the process of detecting differences in visually presented objects words. It involves the ability to differentiate one object from another.
2. Affect on achievement - child will have difficulties classifying objects, matching letters

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-01 Discrimination of 3-D shapes, sizes and color: Child will be able to match similar 3-D objects, shapes, and colors such as small animal forms and geometric designs	1. The student sorts colored blocks into piles that are the same. 2. Give the child a series of buttons or blocks that are the same size and one that is not the same. Have the child find the one that is different. 3. Teacher selects a particular object and asks the child to select a similar object from a corresponding group.	1. Matching small zoo animals 2. Bead design: Copy or reproduce designs with bea on a string or place shape in varying patterns. 3. Place pencil, clip, pen, stick, nail, and bolt on the table; present the chi with a second pencil, etc. and ask him to point out the other one that "looks like this one." 4. Use geometric forms of woo plastic or tagboard. Have the child match by placing all the ones that are the same shape together. 5. Wooden puzzles with differ ent shapes and designs. (add cup hook to top of ea puzzle piece). Sorting activities: Sort similar objects such as clothes, buttons, assorted paper, marbles, etc. Use real balloons and have children match for color, shape, and size. Give a baloon as a reward for cor rect response. 6. Use empty cans with labels in play store. Have the child sort by size, color, content. Use plastic spoons forks, knives, dishes.

is the process of detecting differences in visually presented objects, forms, letters, or
e ability to differentiate one object from another.
- child will have difficulties classifying objects, matching letters, discriminating word forms.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
F cts, n as	1. The student sorts colored blocks into piles that are the same. 2. Give the child a series of buttons or blocks that are the same size and one that is not the same. Have the child find the one that is different. 3. Teacher selects a particular object and asks the child to select a similar object from a corresponding group.	1. Matching small zoo animals. 2. Bead design: Copy or reproduce designs with beads on a string or place shapes in varying patterns. 3. Place pencil, clip, pen, stick, nail, and bolt on the table; present the child with a second pencil, etc. and ask him to point out the other one that "looks like this one." 4. Use geometric forms of wood, plastic or tagboard. Have the child match by placing all the ones that are the same shape together. 5. Wooden puzzles with different shapes and designs. (add cup hook to top of each puzzle piece). Sorting activities: Sort similar objects such as clothes, buttons, assorted paper, marbles, etc. Use real balloons and have children match for color, shape, and size. Give a baloon as a reward for correct response. 6. Use empty cans with labels in play store. Have the child sort by size, color, content. Use plastic spoons, forks, knives, dishes.	1. Attribute boxes 2. Geo Shapes - Houghton Mifflin 3. Cuisenaire Rods 4. Puzzles - Cheves Part 2 - Playskool Tiles - Metal Templates 5. Blue Section - Pgs. 36, 3 6. Judy Geometric Forms 7. Teacher prepares gadget board with extensive series of locks, latches, plugs, zippers, lever, and varied buttons and snaps of all kinds. Pupils manipulative objects with increasive skill. 8. Pupils can string beads and proceed to threading needles, buttons, macaroni bracelets, etc. 9. Pupils can sort varied tacks, pins, needles, small fish weights, etc. 10. Use commercially made sewing cards. 11. Have pupil string colored clothespins on line in time contest with self. (Use 3-minute egg timer.) Pair off with pupil of similar ability for speed contest in stringing and unstringing. Use beads to string, etc.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		7. Provide a box of cut paper shapes, or colored sticks or blocks. Have the child sort by colors, shapes or size. Have the children use nested cubes or shapes to build with, fit them together, and also talk about the sizes. 8. Sullivan L.A. Readiness Lessons 4-6. 9. Whitman Sticker Posters 10. Ideal - Form Boards (Shapes and sizes). 11. Instructo 3-D Vis. Discrim. (Shapes and sizes). 12. Lauri - Fit-a-Shape and Fit a-Group. 13. Continental Press "Visual Readiness" "Visaul Discrimination." 14. Frostig - Form Constancy 15. DLM - Shapes Puzzles 16. Try Tasks 1 and 2

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SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	7. Provide a box of cut paper shapes, or colored sticks or blocks. Have the child sort by colors, shapes or size. Have the children use nested cubes or shapes to build with, fit them together, and also talk about the sizes. 8. Sullivan L.A. Readiness Lessons 4-6. 9. Whitman Sticker Posters 10. Ideal - Form Boards (Shapes and sizes). 11. Instructo 3-D Vis. Discrim. (Shapes and sizes). 12. Lauri - Fit-a-Shape and Fit-a-Group. 13. Continental Press "Visual Readiness" "Visaul Discrimination." 14. Frostig - Form Constancy 15. DLM - Shapes Puzzles 16. Try Tasks 1 and 2	12. Time pupil in filling and emptying pegboards including simple and abstract designs; reward pupil for improving time performance. 13. Make paper chains of colored strips, encouraging the children to develop their own patterns.

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-02 3-D Shapes: Child will be able to match the direction of a predetermined object.	Teacher puts three or four toy cars on table pointing in the same direction. One is different. Ask the child to find the one that is pointing in a different direction. Teacher shows the child 3 or 4 geometric designs on a paper and asks which one is pointing in a different direction.	1. Playskool - Cylinders 2. Instructo 3-D Visual Disc. 3. Try Tasks - Kit 1 and 2 4. Match buttons that are the same shape from an assortment of shapes. Later sort by shape, size and color. 5. Select two or three toy cars and place them in various positions on a table. Ask the child to tell whether they are all going the same way or ask him to select the car that is going in a different direction. After many experiences with real objects, similar exercises can be done with pictures; e.g. 6. Geometric forms: Present three wooden blocks and one cylinder; pupil points out the one that is different. Repeat with triangles, spheres, and rectangles. 7. On blackboard, draw a series of stick figures in various positions. Make two the same and have the child identify the two that are the same. Have the child tell why the others are different. 8. Mirror patterns are a more complicated form of showing reversals and rotations.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Teacher puts three or four toy cars on table pointing in the same direction. One is different. Ask the child to find the one that is pointing in a different direction. Teacher shows the child 3 or 4 geometric designs on a paper and asks which one is pointing in a different direction.	1. Playskool - Cylinders 2. Instructo 3-D Visual Disc. 3. Try Tasks - Kit 1 and 2 4. Match buttons that are the same shape from an assortment of shapes. Later sort by shape, size and color. 5. Select two or three toy cars and place them in various positions on a table. Ask the child to tell whether they are all going the same way or ask him to select the car that is going in a different direction. After many experiences with real objects, similar exercises can be done with pictures; e.g. 6. Geometric forms: Present three wooden blocks and one cylinder; pupil points out the one that is different. Repeat with triangles, spheres, and rectangles. 7. On blackboard, draw a series of stick figures in various positions. Make two the same and have the child identify the two that are the same. Have the child tell why the others are different. 8. Mirror patterns are a more complicated form of showing reversals and rotations.	1. Use Playtiles for making designs that child can duplicate. 2. Use Pegboards for making designs that student can duplicate. 3. Rubber-band designs. Have the child copy geometric configurations with colored rubber bands stretched between rows of nails on a board. 4. See Blue Section (p.43).

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		8. (Continued) Before using paper and pencil designs, use parque sets, pegboard designs, marble boards or blocks. For instance, place a marb in the top left corner of marble board and place a mirror upright half way across the board so the reflected marble will be seen in the top right corn When the child can complet mirror patterns without th aid of a mirror, use doubl mirror patterns. The same principle may be illustrat by making an inkblot in th corner square of a paper, then folding the paper so the ink makes a mark in th corresponding square on th other half of the page. Mo details on mirror patterns and exercises are available in Frostig's Manual - Page 149-150. 9. <u>Object differentiation</u>: "Point out the doll in fro of the house." "Point out the toy picture on the wal in the playhouse." "Point out the big house on the hill across the street."

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		8. (Continued) Before using paper and pencil designs, use parquetry sets, pegboard designs, marble boards or blocks. For instance, place a marble in the top left corner of a marble board and place a mirror upright half way across the board so the reflected marble will be seen in the top right corner. When the child can complete mirror patterns without the aid of a mirror, use double-mirror patterns. The same principle may be illustrated by making an inkblot in the corner square of a paper, then folding the paper so the ink makes a mark in the corresponding square on the other half of the page. More details on mirror patterns and exercises are available in Frostig's Manual - Pages 149-150. 9. Object differentiation: "Point out the doll in front of the house." "Point out the toy picture on the wall in the playhouse." "Point out the big house on the hill across the street."	1. Ideal Parquetry Shapes 2. Cuisenaire Rods 3. Colored blocks and beads 4. Blue Section Pg. 36, 39. 5. EDL Controlled Reader 6. Have child look for variations in patterns of leaves, plants, flowers, clouds. 7. Whitman publishes a book "Build With Shapes" which is a creative stencil book. Cost - 29¢ Witman "Sticker Fun Books" are also good for matchin shapes. 8. Art: Give the child a picture with shapes. Cut shapes of color and have the child paste the shape of color over the matching one on the original picture.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		10. Verbal description: Use picture books, nature walks, slides, etc., and have child point to "the bu on the leaf," "the bird in the sky," etc. 11. Sullivan L.A. Readiness Lesson 2-5, 14 12. Packet from Resource Area. 13. Peabody Kit, P Level 14. Colors (Spanish and Englis 15. Continental Press "Visual Readiness" 16. Instructor Colo Charts 17. Ideal - 2-Dimensional Colo block designs 18. Cut pictures of objects th are a solid color. Have a child sort all the picture that are the same shape or size and place together. 19. Work on a flannel board to show like colors. One suggestion is to cut a house in each of several colors. Use felt figures o the same colors placing th ones under the house that are the same color as the house.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		10. Verbal description: Use picture books, nature walks, slides, etc., and have child point to "the bug on the leaf," "the bird in the sky," etc. 11. Sullivan L.A. Readiness Lesson 2-5, 14 12. Packet from Resource Area. 13. Peabody Kit, P Level 14. Colors (Spanish and English) 15. Continental Press "Visual Readiness" 16. Instructor Color Charts 17. Ideal - 2-Dimensional Color block designs 18. Cut pictures of objects that are a solid color. Have a child sort all the pictures that are the same shape or size and place together. 19. Work on a flannel board to show like colors. One suggestion is to cut a house in each of several colors. Use felt figures of the same colors placing the ones under the house that are the same color as the house.	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		20. Describe an object or the clothes of a child in the group and then have the children find all the thin in the room that are the same color, shape, or size Make a design on a peg-board with colored pegs. 21. Have the child reproduce the design on his board, using the correct colors, sizes or shape.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		20. Describe an object or the clothes of a child in the group and then have the children find all the things in the room that are the same color, shape, or size. Make a design on a peg-board with colored pegs. 21. Have the child reproduce the design on his board, using the correct colors, sizes or shape.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-03 Discrimination of 2-D shapes, sizes and color. Child will be able to match similar 2-D shapes, objects and colors such as pictures of animals, geometric designs and color cards.	1. Give the child a card with 12 geometric designs on it. Present single card with a geometric form and have the child match the two. Use the same procedure for pictures of animals and color chips. 2. Give child a set of flannel board objects. Have him match objects placed on board by teacher. 3. Using pictures of animals and environmental objects, The child will be able to match those that go together.	1. Continental Press "Visual Discrimination." 2. Geometric Inserts - Creati Playthings 3. Cut pictures of objects th are a solid color. Then ha a child sort all the pictu that are the same color an place together. 4. Color a picture from a col book. Cut another copy of the same picture apart and have the child build the picture by matching the shapes. Puzzles that have definite figures in them so the chi can work with you in the following manner: (a) Have the child look ca fully at the picture a tell you about it befo taking it apart. Then have him begin working It by helping him see the color background, the color or shape of the figures so he look for pieces that separa out the figure from th background. 5. Magazine Picture match. 6. Class differences: Present a series of different-size and colored pictures; pres a duplicate and have pupil point out the match.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
d atch ects tures .	1. Give the child a card with 12 geometric designs on it. Present single card with a geometric form and have the child match the two. Use the same procedure for pictures of animals and color chips. 2. Give child a set of flannel board objects. Have him match objects placed on board by teacher. 3. Using pictures of animals and environmental objects, The child will be able to match those that go together.	1. Continental Press "Visual Discrimination." 2. Geometric Inserts - Creative Playthings 3. Cut pictures of objects that are a solid color. Then have a child sort all the pictures that are the same color and place together. 4. Color a picture from a color book. Cut another copy of the same picture apart and have the child build the picture by matching the shapes. Puzzles that have definite figures in them so the child can work with you in the following manner: (a) Have the child look carefully at the picture and tell you about it before taking it apart. Then have him begin working it by helping him see the color background, the color or shape of the figures so he looks for pieces that separate out the figure from the background. 5. Magazine Picture match. 6. Class differences: Present a series of different-sized and colored pictures; present a duplicate and have pupil point out the match.	

04 . VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		6. (Continued) Extend exercise with different dolls, blocks, toy cars, marbles, coins, boo etc. 7. Size differentation: Present series of identic designs, numbers, or lett with one smaller or large than the others. 8. Place many shapes on the flannel board. Have the child rearrange the shape to make rows of shapes th are the same size. Be sur to have more than one siz of each shape. 9. Mount various geometric shapes, pictures of famil objects on strips of tag- board. Make separate card with the same objects or forms. Have the child mat the single object to thos on the sheet. 10. Use parquetry blocks and have the child work the design on top of a paper design by matching the si of the blocks or pieces. The next step is to work the design beside the pattern.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		6. (Continued) Extend exercise with different dolls, blocks, toy cars, marbles, coins, books, etc. 7. Size differentation: Present series of identical designs, numbers, or letters with one smaller or larger than the others. 8. Place many shapes on the flannel board. Have the child rearrange the shapes to make rows of shapes that are the same size. Be sure to have more than one size of each shape. 9. Mount various geometric shapes, pictures of familiar objects on strips of tagboard. Make separate cards with the same objects or forms. Have the child match the single object to those on the sheet. 10. Use parquetry blocks and have the child work the design on top of a paper design by matching the size of the blocks or pieces. The next step is to work the design beside the pattern.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		11. Make letters of various sizes. Have the child so by sizes. 12. Inlaid puzzles that have items to match in pairs.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		11. Make letters of various sizes. Have the child sort by sizes. 12. Inlaid puzzles that have items to match in pairs.	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-04 2-D shapes The child will be able to match the direction of a predetermined design.	The child can recognize designs, color and shapes when presented in another form or direction.	1. Continental Press - Visual Discrimination Level one Exercises 9-11 2. Frostig - Perceptual Constancy 3. Ask the child to name objects from the surrounding environment that are: round square, rectangular, oval, or triangular. 4. Compare the size of two pictured objects to their size in real life. 5. Develop tactile perception by having the child select similar objects from a feeley box.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
to a	The child can recognize designs, color and shapes when presented in another form or direction.	1. Continental Press - Visual Discrimination Level one Exercises 3-11 2. Frostig - Perceptual Constancy 3. Ask the child to name objects from the surrounding environment that are: round, square, rectangular, oval, or triangular. 4. Compare the size of two pictured objects to their size in real life. 5. Develop tactile perception by having the child select similar objects from a feeley box.	Frosting - Position in space

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-05 The child will be able to distinguish an object from its surrounding background. The child will be able to fix his attention on one stimulus.	The child is presented with a picture which contains hidden objects and is asked to find the objects.	1. Frostig, Figure ground. 2. Finger trace pupils, parent etc. in foreground and back ground of pictures. 3. Use picture books, nature walks, slides, etc. and hav the child point to the "bug on the leaf," "the bird in the sky, etc." 4. Form differentiation: "poin out the square things in th room, round things, triangu etc." 5. Draw outlines of several geometric figures superimpo upon each other. Ask the ch to outline, trace the bound aries of each figure. 6. Finding shapes in pictures. Find all the round objects or designs in a picture. Find all the square objects etc. 7. Finding missing parts. Use pictures from magazines and cut off functional parts of the pictures. The child fin and fills in the missing pa from a group of missing par

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
The child is presented with a picture which contains hidden objects and is asked to find the objects.	1. Frostig, Figure ground. 2. Finger trace pupils, parents, etc. in foreground and background of pictures. 3. Use picture books, nature walks, slides, etc. and have the child point to the "bug on the leaf," "the bird in the sky, etc." 4. Form differentiation: "point out the square things in this room, round things, triangular, etc." 5. Draw outlines of several geometric figures superimposed upon each other. Ask the child to outline, trace the boundaries of each figure. 6. Finding shapes in pictures. Find all the round objects or designs in a picture. Find all the square objects, etc. 7. Finding missing parts. Use pictures from magazines and cut off functional parts of the pictures. The child finds and fills in the missing parts from a group of missing parts.	1. Find puzzles in children's books where items are hidden in the picture and the child finds them. 2. Parequetry blocks. 3. Peg board patterning.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-06 Matching upper case letters and numbers: Child will be able to match capital manuscript letters and numbers.	Show the child the #5 on a piece of paper and then have him select the same number from a box of cut out numbers. Have the child match a number 5 with another in a series of numbers 1 7 5 4 9. Use alphabet flash cards and have the child find the letter on the chart or on the alphabet strip in the room.	1. Whitman's ABC Sticker Books 2. ABC Lotto 3. Dot to Dot Exercises 4. Continental Press - Visual Readiness 5. Michigan Tracking Program 6. Continental Press - Likenesses and Differences 7. Instructo Flannel Board Numbers 8. Flash Card Numbers 9. Number Bingo 10. Number Lotto 11. Creative Playthings Number Inserts 12. Sandpaper Numbers 13. Gross motor activities and kinesthesis are beneficial in establishing differences in forms and numbers. Make outline of the number with rope on the floor. Ask him to walk along the edge of the rope to learn the shape of the number. Then make two numbers and have him walk them to see the patter is different. This will hel when a child reverses the directions of numbers.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Show the child the #5 on a piece of paper and then have him select the same number from a box of cut out numbers. Have the child match a number 5 with another in a series of numbers 1 7 5 4 9. Use alphabet flash cards and have the child find the letter on the chart or on the alphabet strip in the room.	1. Whitman's ABC Sticker Books 2. ABC Lotto 3. Dot to Dot Exercises 4. Continental Press - Visual Readiness 5. Michigan Tracking Program 6. Continental Press - Likenesses and Differences 7. Instructo Flannel Board Numbers 8. Flash Card Numbers 9. Number Bingo 10. Number Lotto 11. Creative Playthings Number Inserts 12. Sandpaper Numbers 13. Gross motor activities and kinesthesis are beneficial in establishing differences in forms and numbers. Make outline of the number with rope on the floor. Ask him to walk along the edge of the rope to learn the shape of the number. Then make two numbers and have him walk them to see the pattern is different. This will help when a child reverses the directions of numbers.	1. Whitman's ABC Stencil Box 2. Preston Touching Numbers 3. Controlled Reader 4. Blue Section - Pg 41 5. Michigan Tracking Visual Discrimination 6. Sandcoated letters 7. Overhead projector using cut outs 8. Alpha One 9. Form differentation: "Point out the square things in this room." "Point out the round things in this box." "Point out the triangular shaped objects on the shelf," etc. 10. Tracing: Trace two- and three-dimensional forms with fingers. Trace objects on paper. Use stencils to trace designs. Shade or color both the figure and the background. Copy pictures and designs. Watch others copy and trace and then finger trace their work.

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		14. Make the numbers on tagboar by glueing pipe cleaners on in the shape of the number. Have the child go over the shape several times to get the feel of the number. The have him locate the same number on the chalkboard or paper. 15. Drawing the numbers in clay pans will help the child learn the "feel" of making the number. (A clay pan is made by using a foil pie pa or box lid and spreading molding clay in the bottom. Play games that use numbers so the child learn to recog ize them without counting t sequence up to the number position. 16. Use flannel board numbers a have the child match his number to the one on the bo 17. Make individual numbers on tagboard. Match by placing of one number in a stack, o two numbers on a chart. 18. Use Playskool's Count From to 24. Have the child match numbers that are the same.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		14. Make the numbers on tagboard by glueing pipe cleaners on in the shape of the number. Have the child go over the shape several times to get the feel of the number. Then have him locate the same number on the chalkboard or paper. 15. Drawing the numbers in clay pans will help the child learn the "feel" of making the number. (A clay pan is made by using a foil pie pan or box lid and spreading molding clay in the bottom.) Play games that use numbers so the child learn to recognize them without counting the sequence up to the number position. 16. Use flannel board numbers and have the child match his number to the one on the board 17. Make individual numbers on tagboard. Match by placing all of one number in a stack, or two numbers on a chart. 18. Use Playskool's Count From 1 to 24. Have the child match numbers that are the same.	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-07 Discrimination of direction of numbers and lower case letters. Child will be able to match lower case manuscript letters. Child will be able to match numbers and lower case letters when their direction or shape is changed.	Give child a number or letter. Have him select the identical number or numbers which is facing the identical direction from a group. 6 99669 7 LL7LL m nuwmv p qgbdp Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room.	1. Frostig - Position in Space, ex.: 1-11 - reversals ex.: 12-25 - position of details 2. Pegboards 3. Dot-to-Dot Exercises. 4. IDT, p.43. 5. Whitman's ABC Sticker Books 6. Michigan Tracking Program Symbol Tracking 7. ABC Lotto 8. Continental Press Visual Readiness 9. Flannel Board Activities 10. Skill Sheets 11. Laver-Bloser 12. Stencils may be used to help the child trace and see the shapes of letters. 13. Make letters on tagboard by gluing pipe cleaners to the board. 14. Have the child go over the letters with his finger as he says the name. Then let h match these to letters on paper. 15. Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room. 16. Make the letters on paper wi dots and let the child join the dots to make the letters These may be placed under an erasable film so they can be re-used.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
on ch ch	Give child a number or letter. Have him select the identical number or numbers which is facing the identical direction from a group. 6 99669 7 LL7LL m nuwmv p qgbdp Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room.	1. Frostig - Position in Space, ex.: 1-11 - reversals ex.: 12-25 - position of details 2. Pegboards 3. Dot-to-Dot Exercises. 4. IDT, p.43. 5. Whitman's ABC Sticker Books 6. Michigan Tracking Program Symbol Tracking 7. ABC Lotto 8. Continental Press Visual Readiness 9. Flannel Board Activities 10. Skill Sheets 11. Laver-Bloser 12. Stencils may be used to help the child trace and see the shapes of letters. 13. Make letters on tagboard by glueing pipe cleaners to the board. 14. Have the child go over the letters with his finger as he says the name. Then let him match these to letters on paper. 15. Use alphabet flash cards and have the child find the same letter on a chart or on the alphabet strip in the room. 16. Make the letters on paper with dots and let the child join the dots to make the letters. These may be placed under an erasable film so they can be re-used.	1.Whitman's ABC Stencil Box 2.Preston Touching numbers 3.Michigan Tracking Visual Discrimination 4.Frostig - Perceptual Constancy 5.Alpha One 6.Sand Boxes 7.Overhead Projector using cut outs. 8.Sandcoated letters.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		17. Have the child make the lette in clay by rolling out a long string and you shape the lett for him. Then have him go over the letter with his finger to learn the shape. 18. Paper exercises where the child separates a certain letter in a line of letters by circling the same one as the beginning letter. [b] c (b) o d e g (b) Match letters that are the same shape from assorted materials such as tagboard, sandpaper, newspaper, plastic construction paper and wood. Also a variety of colors. 19. Primary differentiation: Present design, number, or letter series, with one different. 20. Rotation: Symbols are identic but one is rotated for identification.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		17. Have the child make the letters in clay by rolling out a long string and you shape the letter for him. Then have him go over the letter with his finger to learn the shape. 18. Paper exercises where the child separates a certain letter in a line of letters by circling the same one as the beginning letter. Match letters that are the same shape from assorted materials such as tagboard, sandpaper, newspaper, plastic, construction paper and wood. Also a variety of colors. 19. Primary differentiation: Present design, number, or letter series, with one different. 20. Rotation: Symbols are identical but one is rotated for identification.	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-08 Matching upper and lower case numbers and letters. Child will be able to match capital and lower case cursive letters.	See 04-01-10	1. Michigan Tracking program. 2. Dot-to-Dot exercises. 3. Use block from scrabble game. Use letters to make a design and have child reproduce it. He must use the same letters. Make words and have him reproduce by matching. 4. Capital and manuscript serie Present letter series requiring identification of odd letter.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
See 04-01-10	1. Michigan Tracking program. 2. Dot-to-Dot exercises. 3. Use block from scrabble game. Use letters to make a design and have child reproduce it. He must use the same letters. Make words and have him reproduce by matching. 4. Capital and manuscript series Present letter series requiring identification of odd letter.	1. Overhead projector. 2. Tracing sheets with acetate overlays.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-09 Matching general form and constancy: The child will be able to identify letters and words on the basis of their general outline. (external details) The child will learn to perceive the detail of letters (the internal details) e o c and where		1. Match pictures to outline drawings: Select an object and draw a heavy black line around the edge. Prepare an outline of the object on another card and have the child match the outline of the picture. 2. Match objects to previously drawn outlines. 3. Draw designs or geometric forms on flash cards with a heavy mark. Draw a second set on onion skin paper. Have the child superimpose figures and determine whether they are the same. 4. Use anagram and cutout letters to make words. 5. Place each letter of a word in a separate block. Have the child name the letters and say the word. Erase and have the child place the letters in the box from memory C A T 6. Scramble Words: Each word in a list of words can be scrambled. Flash the correct word and see if the child can remember the pattern and write the word from memory. Then flash the correct pattern of words. Let the child find the scrambled group for that word and place it in order. Then flash a word. Have the child write it from memory.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	1. Match pictures to outline drawings: Select an object and draw a heavy black line around the edge. Prepare an outline of the object on another card and have the child match the outline of the picture. 2. Match objects to previously drawn outlines. 3. Draw designs or geometric forms on flash cards with a heavy mark. Draw a second set on onion skin paper. Have the child superimpose figures and determine whether they are the same. 4. Use anagram and cutout letters to make words. 5. Place each letter of a word in a separate block. Have the child name the letters and say the word. Erase and have the child place the letters in the box from memory. C A T 6. Scramble Words: Each word in a list of words can be scrambled. Flash the correct word and see if the child can remember the pattern and write the word from memory. Then flash the correct pattern of words. Let the child find the scrambled group for that word and place it in order. Then flash a word. Have the child write it from memory.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		7. Use nonsense groups of lette Have the child see the group for 5 seconds. Remove and have him find it on a paper. He is not reading - only remembering. Example : Arzo Arop Armo Arzo 8. To learn general configurat of words have the child dra around the word, i.e., home Be sure he observes that th "h" is taller than the othe letters. Next, have him dra the box, ⊏⊐ and write th letters inside the box. Tea several words this way. The provide both words and boxe and have him write the corr letters in by the shape of box. Example:

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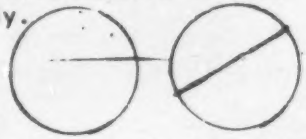
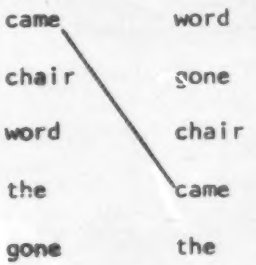
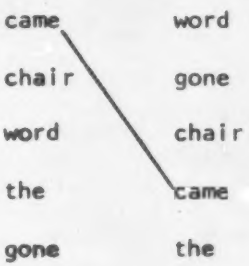
	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		7. Use nonsense groups of letters. Have the child see the group for 5 seconds. Remove and have him find it on a paper. He is not reading - only remembering. Example : Arzo Arop Armo Arzo	
		8. To learn general configuration of words have the child draw around the word, i.e., home. Be sure he observes that the "h" is taller than the other letters. Next, have him draw the box, and write the letters inside the box. Teach several words this way. Then provide both words and boxes and have him write the correct letters in by the shape of the box. Example: 	

172

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		9. Use exercises to assist in becoming aware of internal and external details of figures, letters and words. (1) Prepare drawings with internal designs (the door of the house or the horizontal line of the circle) in a different color so the child will observe it more closely. 
		10. Prepare a list of words the child does not know. Have him match by form. 

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	9. Use exercises to assist in becoming aware of internal and external details of figures, letters and words. (1) Prepare drawings with internal designs (the door of the house or the horizontal line of the circle) in a different color so the child will observe it more closely.	
	10. Prepare a list of words the child does not know. Have him match by form. 	

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-01-10 Match Words Child will be able to match two words or letters om a series of letters or words.	Present a series of words in heavy black print. Child selects two words that are alike. Example: BOY - GIRL - BOY - CHILD No - in on no an me ma bed - dab bid bed bad dub from - term from them form	1. Flash cards 2. Lotto Word games 3. Alphabet Sorting Trays 4. Continental Press - Likenesses & Differences Level 2 Exercises 1-21 5. Frostig - Figure Ground Exercises 60-64 6. Basic Word Patterns: Present series (e.g., boy-boy-girl-boy) for pattern discriminatio Use primary word list. Word puzzles which have a word under a picture and a key at the bottom. The child can match the picture and the words before he learns what the words are. 7. Print words on cards and make sure there are at least two cards for each word. Have the child match all the words. He need not be able to read the words as this is only a matching task. 8. Make up signs. Have the child find a matching sign in the room to the small signs he has 9. Print the names of the children and tape to each desk. Have the children pass out papers that have names on them by finding the matching name on the desk.

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	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Present a series of words in heavy black print. Child selects two words that are alike. Example: BOY - GIRL - BOY - CHILD No - in on no an me ma bed - dab bid bed bad dub from - term from them form	1. Flash cards 2. Lotto Word games 3. Alphabet Sorting Trays 4. Continental Press - Likenesses & Differences Level 2 Exercises 1-21 5. Frostig - Figure Ground Exercises 60-64 6. Basic Word Patterns: Present series (e.g., boy-boy-girl-boy) for pattern discrimination. Use primary word list. Word puzzles which have a word under a picture and a key at the bottom. The child can match the picture and the words before he learns what the words are. 7. Print words on cards and make sure there are at least two cards for each word. Have the child match all the words. He need not be able to read the words as this is only a matching task. 8. Make up signs. Have the child find a matching sign in the room to the small signs he has. 9. Print the names of the children and tape to each desk. Have the children pass out papers that have names on them by finding the matching name on the desk.	1. Word Puzzles 2. Frostig - Position in Space Exercise 1-11 3. Linguistic Blocks for Developing Series of Words 4. Perceptual Bingo 5. Picture and word Bingo games are easily made. 6. Reading Readiness Picture Cards (Beckley Candy Co)

04 VISUAL DISCRIMINATION

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
		10. Use a picture from a color book and print in color words for coloring the picture. The key is at the bottom of the page and has a mark the same color as the word. The child has only to match the word, not read it. 11. Hold up a word card. Give the child a sheet that has that word and others on it. He must find that word when it is shown and point to it. A chart may be used. 12. Make papers that have one word to find in a group of similar words. Work to speed up the process each time. Example: sting swing, string, sling, sting 13. Save lables from grocery cans or boxes or cut from magazines Have the child take them to market and choose matching labels.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	10. Use a picture from a color book and print in color words for coloring the picture. The key is at the bottom of the page and has a mark the same color as the word. The child has only to match the word, not read it. 11. Hold up a word card. Give the child a sheet that has that word and others on it. He must find that word when it is shown and point to it. A chart may be used. 12. Make papers that have one word to find in a group of similar words. Work to speed up the process each time. Example: sting swing, string, sling, sting 13. Save lables from grocery cans or boxes or cut from magazines Have the child take them to market and choose matching labels.	

VISUAL SEQUENTIAL MEMORY - Involves the ability to remember the correct sequence or order of ob
A deficit here will hinder a child in remembering the correct sequen
in reading or spelling.

04 VISUAL SEQUENTIAL MEMORY

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-03-01 Child will be able to recall the correct sequence of two concrete objects.	Arrange a sequence of two concrete objects. Show them to the child for 5 seconds. Disarrange the objects and have the child place them in the correct order.	1. Arrange two three-dimensiona concrete objects (blocks, tiles, buttons, etc.) Have child copy the model. 2. Same as above but disarrange the objects after letting child see for 5 seconds. Then, let child place objects in correct order from memory. 3. Same as above but use blocks or buttons of different colors. 4. Arrange a bead pattern. Show for 5 seconds. Have child duplicate. 5. Gradually increase from 3 to 5.
04-03-02 Child will be able to identify one object removed from a sequence of three.	Place three objects in a row on a table. Have child name the objects. Than have him close his eyes. Remove one object and have child identify the object that was taken	1. Place a block, penny and button in a row on a table. Have child name objects. Child closes his eyes and one object is removed. Child identifies object removed. 2. Increase objects up to five.

Involves the ability to remember the correct sequence or order of objects, letters or words. A deficit here will hinder a child in remembering the correct sequence of letters in a word in reading or spelling.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
	Arrange a sequence of two concrete objects. Show them to the child for 5 seconds. Disarrange the objects and have the child place them in the correct order.	1. Arrange two three-dimensional concrete objects (blocks, tiles, buttons, etc.) Have child copy the model. 2. Same as above but disarrange the objects after letting child see for 5 seconds. Then, let child place objects in correct order from memory. 3. Same as above but use blocks or buttons of different colors. 4. Arrange a bead pattern. Show for 5 seconds. Have child duplicate. 5. Gradually increase from 3 to 5.	1. Blue Section (p. 35-38) 2. Valett Manual (Perceptual Motor Skills - 31) 3. Peabody Language Kit (Level 1) 4. Memory Game 5. Frostig Workbook (Spatial - Relations) 6. Flannel Board 7. Peg Board
fy -	Place three objects in a row on a table. Have child name the objects. Than have him close his eyes. Remove one object and have child identify the object that was taken	1. Place a block, penny and button in a row on a table. Have child name objects. Child closes his eyes and one object is removed. Child identifies object removed. 2. Increase objects up to five.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-03-03 Child will be able to remember a number of objects from memory.	Expose a page out of a catalog or magazine, which contains a number of familiar items. Show the child for 5 seconds. Remove and have child name as many objects as he can remember.	1. Child close his eyes and describes his clothes, hi bicycle, the bulletin boa etc. 2. Describe objects and have child guess what is is. " am thinking of something round and red that is goo to eat." 3. Child describes, in order how to play a game, make model, the things he did before he came to school. 4. Child describes a TV prog he saw. 5. Present an object cut up objects in magazines). Ha child put together.
04-03-04 Child will be able to put in proper order a cut up cartoon or story.	Present child a cut up cartoon disarranged. Child puts in proper order.	1. Present a three or four cartoon or story disarra Have child put in proper order. 2. Increase in complexity. 3. Use cartoons or stories newspapers, magazines or workbooks.

(Continued)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ember	Expose a page out of a catalog or magazine, which contains a number of familiar items. Show the child for 5 seconds. Remove and have child name as many objects as he can remember.	1. Child close his eyes and describes his clothes, his bicycle, the bulletin board, etc. 2. Describe objects and have child guess what is is. "I am thinking of something round and red that is good to eat." 3. Child describes, in order, how to play a game, make a model, the things he did before he came to school. 4. Child describes a TV program he saw. 5. Present an object cut up (use objects in magazines). Have child put together.	1. Blue Section (p. 36) 2. Jigsaw puzzles 3. Peabody Language Kit
t in rtoon	Present child a cut up cartoon disarranged. Child puts in proper order.	1. Present a three or four part cartoon or story disarranged. Have child put in proper order. 2. Increase in complexity. 3. Use cartoons or stories from newspapers, magazines or workbooks.	1. Blue Section (p. 40)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-03-05 Child will be able to recall and reproduce a sequence of geometric figures.	Teacher presents a sequence of two or three geometric figures and shows to child for 5 seconds. Child then duplicates the correct sequence on paper.	1. Present a series of two or three geometric figures (square, triangle, circle). Show to child for 5 seconds. Have child duplicate pattern on paper. Can use overhead projector, or geometric patterns drawn on cardboard. 2. May need to be preceded by having child duplicate pattern on flannel board. 3. Increase in complexity using different geometric forms.
04-03-06 Child will be able to recall and reproduce a sequence of letters.	Teacher presents a sequence of two or three letters and shows to the child for 5 seconds. Child then duplicates sequence on paper.	1. Present a series of two or three letters. (Use overhead projector or letters printed on cards). Show to the child for 5 seconds. Have child duplicate on paper. 2. Increase in complexity. 3. May need to start with upper case letters. 4. In using lower case letters initially begin with those that are quite different in shape.

(Continued)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ll f	Teacher presents a sequence of two or three geometric figures and shows to child for 5 seconds. Child then duplicates the correct sequence on paper.	1. Present a series of two or three geometric figures (square, triangle, circle). Show to child for 5 seconds. Have child duplicate pattern on paper. Can use overhead projector, or geometric patterns drawn on cardboard. 2. May need to be preceded by having child duplicate pattern on flannel board. 3. Increase in complexity using different geometric forms.	1. Valett Manual (Perceptual Motor - 32) 2. Blue Section (p. 42)
ll f	Teacher presents a sequence of two or three letters and shows to the child for 5 seconds. Child then duplicates sequence on paper.	1. Present a series of two or three letters. (Use overhead projector or letters printed on cards). Show to the child for 5 seconds. Have child duplicate on paper. 2. Increase in complexity. 3. May need to start with upper case letters. 4. In using lower case letters, initially begin with those that are quite different in shape.	1. License Plate Game (Blue Section - 41) 2. Valett Manual (Perceptual Motor - 31) 3. Michigan Tracking 4. Alphabet Sorting Tray

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-03-07 Child will be able to recall a word from a group of words of a similar configuration.	Flash a word for 3 seconds. Have the child identify the word from a group of words similarly shaped.	1. Using a tachtistoscope over head projector or flash car The child is shown a word for 3 seconds. He then mark the word from a list of sim larly shaped words. Example pets, step, stop, bets, spi 2. Gradually decrease the time of exposure. Child need not know the word. Only identif (Work sheets can be utilize 3. Prepare work sheets with stimulus words and rows across of words of similar shape. Example: no in, on, no, on, me, no. Have child circle as quickly as possi- ble the stimulus words. Kee time and strive to lessen time to complete.
04-03-08 Child will be able to recall short sentences.	Present three word sentence strips and show for 5 seconds. From a number of word cards, the child duplicates the sentence.	1. Present on flash card or an overhead projector a short three word sentence. Exam- ple: The dog ran) Show for 5 seconds. Have the child duplicate the sentence fro a group of word cards. 2. Decrease time exposure.

Continued)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
l a of	Flash a word for 3 seconds. Have the child identify the word from a group of words similarly shaped.	1. Using a tachtistoscope overhead projector or flash card The child is shown a word for 3 seconds. He then marks the word from a list of similarly shaped words. Example: pets, step, stop, bets, spit 2. Gradually decrease the time of exposure. Child need not know the word. Only identify. (Work sheets can be utilized) 3. Prepare work sheets with stimulus words and rows across of words of similar shape. Example: no in, on, no, on, me, no. Have child circle as quickly as possible the stimulus words. Keep time and strive to lessen time to complete.	1. Blue Section (p. 45-46) 2. Valett Manual (Perceptual Motor - 31) 3. Michigan Tracking
11	Present three word sentence strips and show for 5 seconds. From a number of word cards, the child duplicates the sentence.	1. Present on flash card or an overhead projector a short three word sentence. Example: The dog ran) Show for 5 seconds. Have the child duplicate the sentence from a group of word cards. 2. Decrease time exposure.	1. Valett Manual (Perceptual Motor - 31)

88

04 VISUAL SEQUENTIAL MEMORY (Continued)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-03-08 (Continued)		3. Increase length of senten 4. Decrease time exposure as recall increases.

(Continued)

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
		3. Increase length of sentences. 4. Decrease time exposure as recall increases.	

04 Visual (Visual Closure)

The ability to identify a complete visual stimulus from a par
here will hinder a child in reading in moving the eyes across
complete closure of a word or phrase from a partial fixation
phrase. Hinder a child's word recognition ability and speed

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
Visual Closure: 04-04-01 Child will accurately identify a pre-determined object among a group of objects.	Hold up a △. Have child then identify it in a group of objects or pictures of objects.	1. Present visual stimulus for a few seconds. Have child select same item from a series of multipl choices. 2. Make similar presentatio as above but show a pict with a missing part. Ask child to identify whole picture in multiple choi 3. Same as above only use imbedded or mutilated figures. 4. Dress doll but leave so thing off. Child should determine what is missi

re) The ability to identify a complete visual stimulus from a partial presentation. Problem here will hinder a child in reading in moving the eyes across the page and forming a complete closure of a word or phrase from a partial fixation of part of a word or phrase. Hinder a child's word recognition ability and speed in reading.

	SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
y rmined of	Hold up a △. Have child then identify it in a group of objects or pictures of objects.	1. Present visual stimulus for a few seconds. Have child select same item from a series of multiple choices. 2. Make similar presentation as above but show a picture with a missing part. Ask child to identify whole picture in multiple choice. 3. Same as above only use imbedded or mutilated figures. 4. Dress doll but leave something off. Child should determine what is missing.	1. Instructo 3-D Visual Discrimination 2. Puzzles 3. Continental Press Visual Readiness Level I, ex. 5-16 4. Blue Section (P. 52)

9

04 Visual (Visual Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
Visual Closure: 04-04-02 Child will accurately identify incomplete presentations of familiar objects.	Have child identify a doll, wagon, or shoe when only half of it is showing.	1. Have child name different fruits from colorless line drawings. 2. Have child identify an object from a silhouette presentation, eg - silhouette of George Washington. 3. Have child identify an object from a complete or incomplete presentation of that object in "shadow" form. 4. Have child identify a definite form imbedded or in an ink blot or cloud drawing.

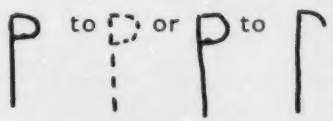
SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Have child identify a doll, wagon, or shoe when only half of it is showing.	1. Have child name different fruits from colorless line drawings. 2. Have child identify an object from a silhouette presentation, eg - silhouette of George Washington. 3. Have child identify an object from a complete or incomplete presentation of that object in "shadow" form. 4. Have child identify a definite form imbedded or in an ink blot or cloud drawing.	1. Ruth Cheeves Puzzles. 2. E.H. Handbook (last section - Picture Completion) 3. Continental Press Visual Readiness Level II (ex 12-17) 4. Blue Section (P. 59)

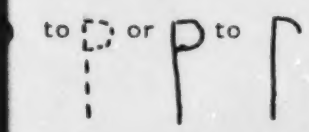
04 Visual (Visual Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-04-03 Child will accurately identify the missing object in a picture.	Give child a puzzle with one obvious piece missing. He then, gives the name of the missing piece.	1. Place one animal among a group of birds. Child chooses one that doesn't belong. 2. Frostig Figure ground exercises #21-31.
04-04-04 Child will accurately identify a concrete form imbedded in an abstract design.	Child will identify a "squirrel" by coloring in appropriate numbers in an abstract design.	1. Begin by having child accurately identify a concrete form imbedded in a line drawing. 2. Proceed by having him identify an object by coloring in parts in line drawing. 3. Use coloring book, color by number pictures.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Give child a puzzle with one obvious piece missing. He then, gives the name of the missing piece.	1. Place one animal among a group of birds. Child chooses one that doesn't belong. 2. Frostig Figure ground exercises #21-31.	1. Visual Sequential Memory 04-03-03 2. Puzzles 3. Aids to Psycho-linguistic teaching. (P. 87)
Child will identify a "squirrel" by coloring in appropriate numbers in an abstract design.	1. Begin by having child accurately identify a concrete form imbedded in a line drawing. 2. Proceed by having him identify an object by coloring in parts in line drawing. 3. Use coloring book, color by number pictures.	1. Psycholinguistic Learning Disabilities Kirk & Kirk 2. Continental Press Visual Visual Motor Level I, ex. 13-1, Level II, ex. 13-16

04 Visual (Visual Closure)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-04-05 Child will match a fully complete design with a partially complete one.	Child will match:  	1. Draw a maze on the overhead projector. Place object on maze. Child then traces over it on board. 2. Prepare work sheets similar to skill example.
04-04-06 Child will complete a drawing having first identified the object, number, or letter.	Child will connect dots to make a whole presentation of the number 1 or letter A.	1. Prepare worksheets. 2. Present dot-to-dot letter or number on overhead projector. Have child identify the letter or number presented.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
d will match: 	1. Draw a maze on the overhead projector. Place object on maze. Child then traces over it on board. 2. Prepare work sheets similar to skill example.	1. Aids to Psycholinguistic teaching. (pg. 86.) 2. EH Handbook pg. (mazes) 3. Frostig Fig. Ground Ex. 21-31.
d will connect dots to a whole presentation he number 1 or letter A.	1. Prepare worksheets. 2. Present dot-to-dot letter or number on overhead projector. Have child identify the letter or number presented.	1. Aids to Psycholinguistic Teaching, pgs. 175-176. 2. Blue Section (P. 35)

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
04-04-07 Have child read a sentence which contains words with missing letters.	Have child identify letters missing in word. THE B _ _ K IS ON THE TABLE. THE C _ T DRINKS M _ LK.	1. Begin by identifying wo with missing letters. 2. Proceed by having words missing letters put in sentences. 3. Make language master ca of words with missing l
04-04-08 Have child identify missing words in a sentence or paragraph.	Have child complete the sentence choosing words from context or a list at bottom of page. SALLY WILL READ A _____.	1. Have child write a stor Take vocabulary from st Make up sentences from with one of his words missing. 2. Make language master ca with missing word 3. Make a picture story wi one section missing. (eg. cartoon or comic s Have child place in or draw in missing section

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
child identify letters ing in word. B _ _ K IS ON THE E. C _ T DRINKS M _ LK.	1. Begin by identifying words with missing letters. 2. Proceed by having words with missing letters put in sentences. 3. Make language master cards of words with missing letters.	1. Continental Press Visual Motor Level II Exercises 13-16 2. What is missing Lotto.
child complete the ence choosing words context or a list at om of page. Y WILL READ A _____.	1. Have child write a story. Take vocabulary from story. Make up sentences from story with one of his words missing. 2. Make language master cards with missing word. 3. Make a picture story with one section missing. (eg. cartoon or comic strip) Have child place in or draw in missing section.	1. Most Basal readers have exercises to accompany vocabulary in this area. Scott-Foresman remedial series is particularly good. 2. Continental Press Level II, Learning to Read Series.

SECTION	05	Achievement	
SUB- SECTIONS:	01	Word Analysis	15 Objectives
	02	Vocabulary Development	8 Objectives
	03	Comprehension	8 Objectives
	04	Study Skill	11 Objectives
	05	Computational Math	13 Objectives
	06	Practical Math	5 Objectives

Achievement			Page 95
Analysis	15	Objectives	Page 96
ulary Development	8	Objectives	Page 101
ehension	8	Objectives	Page 104
Skill	11	Objectives	Page 107
tational Math	13	Objectives	Page 111
ical Math	5	Objectives	Page 118

05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-01-01 Know Letter Names: The student will be able to identify by name all upper and lower case letters in and out of sequence.	J ___ M ___ d ___ c ___ B ___ R ___ g ___ F ___	Tell the child to write the matching letter. Sometimes it will be a capital letter and sometimes the small letter.
05-01-02 Sound Symbol Association: Given an oral consonant sound, the student will be able to identify the letter which the sound represents.	Make chart with the word Ride in both capital and lower case forms at top of chart.	Let pupils find and cut out pictures of things whose names begin with the same sound as ride.
05-01-03 Initial Consonant Sounds: Given an oral word containing a consonant in the initial positions, the student will be able to identify the consonant.	Put the following cards in a holder: now, red, morning, walk, yes, bug, two.	Bring me the card that begins like the word nut.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
M ___ c ___ R ___ F ___	Tell the child to write the matching letter. Sometimes it will be a capital letter and sometimes the small letter.	1. Use State Text Preprimer 3 and 4 2. Alphabet Sorting Tray 3. Consonant Lotto Game 4. EFI activities 5. Sand paper letters 6. A-B-C Lotto
art with the word both capital and ase forms at top of	Let pupils find and cut out pictures of things whose names begin with the same sound as ride.	1. State Reading Series 2. EFI materials 3. Vowel and consonant Lotto Game
following cards in a now, red, morning, es, bug, two.	Bring me the card that begins like the word nut.	1. State Reading Series 2. Consonant Lotto Game 3. EFI Materials 4. See and Say Consonant Games - Milton Bradley

05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-01-04 Final Consonant Sounds: Given an oral word containing a consonant in the final position, the student will be able to identify the consonant.	Put the following cards in a holder: now, red, morning, walk, yes, big, two.	Bring me the card that ends like the word bed.
05-01-05 Initial Blends: When given orally a group of words beginning with the same blend, the student will be able to supply another word having the same initial blend.	To hear the blend sp and pick out words that begin with the same sound.	If a word begins with the sam sound as space, clap your han spin, spoon, mom, face, spill
05-01-06 Consonant Digraphs: Given an oral word which either begins or ends with a consonant digraph, the student will be able to write the digraph he hears.	1. Clip Ship Chip 2. Crop Shop Chop	Circle the sound I say in eac box. (1) ship (2) chop Do the same for th and wh.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Put the following cards in a holder: now, red, morning, walk, yes, big, two.	Bring me the card that ends like the word bed.	1. State Reading Series 2. Consonant Lotto Game 3. EFI materials
To hear the blend sp and pick out words that begin with the same sound.	If a word begins with the same sound as space, clap your hands; spin, spoon, mom, face, spill.	1. Webster Word Wheels 2. State Reading Series (Listed under Clusters) 3. Ideal Phonic Tapes
1. Clip Ship Chip 2. Crop Shop Chop	Circle the sound I say in each box. (1) ship (2) chop Do the same for th and wh.	1. Webster Word Wheels 2. Ideal Phonic Tapes 3. State Reading Series

05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-01-07 Long Vowel Sounds: Given a word orally, the student will be able to identify the long vowel sound.	1. Ride Road Read Red 2. Cope Cub Cube Cape	Circle the sound I say in each box. (1) ride (2) cube
05-01-08 Short Vowel Sounds: Given a word orally, the student will be able to identify the short vowel sound.	1. Sed Sod Sid Sad 2. Hat Hot Hit Hut	Circle the word I say in each box. (1) sad (2) hot
05-01-09 Final Blends: When given a group of words orally ending with the same blend, the student will be able to supply another word having the same final blend.	Say stick, thick, trick	Give me a word that ends the same way that stick, thick and trick do. Do the same for nt, nd and nk.
05-01-10 Vowel Digraphs & Dipthongs: Given an oral word, the student will be able to identify the letters representing the	Say Cow-How-Now-Wow	What two letters make the ow sound. Do the same for oi, ey, oy - ur, er, ir, or, ar, ow, ay, aw, oo, au

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
e d d 2. Cope Cub Cube Cape	Circle the sound I say in each box. (1) ride (2) cube	1. State Reading Series 2. Vowel Lotto Game 3. EFI materials
2. Hat Hot Hit Hut	Circle the word I say in each box. (1) sad (2) hot	1. Vowel Lotto Game 2. EFI materials 3. State Reading Series
ick, thick, trick	Give me a word that ends the same way that stick, thick and trick do. Do the same for nt, nd and nk.	1. Webster Word Wheels 2. State Text 3. Ideal Phonic Tapes
w-How-Now-Wow	What two letters make the ow sound. Do the same for oi, ey, oy - ur, er, ir, or, ar, ow, ay, aw, oo, au	1. State Reading Series 2. Ideal Phonic Tapes 3. EFI materials

05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-01-11 Common Syllables: Given a common syllable, the student will be able to give the sound the letters represent.	Give list of syllables. ail ate ick op ite ock tion ain ide ter ake ile all ight est ile	Have pupil pronounce each syllable and then give a word using that syllable.
05-01-12 Hard and Soft Sounds: Student will be able to discriminate the difference between hard and soft sounds of consonants.	1. C has a soft sound when it comes before c (cent) and before i (city). 2. G has a soft sound when it comes before 3 (page) and before i (magic).	1. Use what you know to help you write these words: race, lace, ice, nice, twice, circle, center 2. Use what you know to help you write these words: village, range, gentle, ginger, change, giant
05-01-13 Prefixes: Given a base or root word, the student will be able to select prefixes from a list to make new words.	Give list of prefixes to student. re_____ com_____ dis_____ in_____ pro_____ un_____ con_____ en_____ pre_____ de_____ ex_____	Think of a word that begins with the prefix re, etc.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
list of syllables. ate ick ite ock n ain ide ake ile ight ile	Have pupil pronounce each syllable and then give a word using that syllable.	1. State Text 2. Ideal Phonic Tapes 3. EFI materials
has a soft sound when it mes before c (cent) and fore i (city). has a soft sound when it mes before 3 (page) and fore i (magic).	1. Use what you know to help you write these words: race, lace, ice, nice, twice, circle, center 2. Use what you know to help you write these words: village, range, gentle, ginger, change, giant	1. State Reading Series 2. State Speller 3. Learning Center - Mini-System Tapes
list of prefixes to stu- ____ com_____ ____ in_____ ____ un_____ ____ en_____ ____ de_____ ____	Think of a word that begins with the prefix re, etc.	1. Webster Word Wheels 2. State Reading Series 3. Learning Center - Mini-System Tapes

05 Achievement

01 Word Analysis

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-01-14 Suffixes: Given a base or root word, the student will be able to select suffixes from a list to make new words.	Give list of suffixes to student. ___less ___y ___ive ___ful ___ing ___tion ___ly ___er ___ful ___ness ___ant ___ous ___able ___ent ___est	Think of a word that ends with the suffix less.
05-01-15 Syllabication: Given a multi-syllable word, the student will be able to divide the word into syllables and identify the accented syllable.	Give list of words that have vowel-consonant-consonant-vowel. ribbon seldom tablet vccv vccv vccv	When you see vowel-consonant-consonant-vowel in words like these, divide between the consonants.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
list of suffixes to stu- less ___y ___ive ful ___ing ___tion ly ___er ___ful ness ___ant ___ous able ___ent ___est	Think of a word that ends with the suffix less.	1. Webster Word Wheels 2. Phonic Word Drill Cards 3. Dolch Phonics Game
list of words that have -consonant-consonant- . bon seldom tablet cv vccv vccv	When you see vowel-consonant-consonant-vowel in words like these, divide between the consonants.	1. State Reading Series 2. State Speller 3. Dictionary

05 Achievement

02 Vocabulary Development

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-02-01 Recognizing Unknown: Orally present a story with a key part missing, the student will be able to draw a picture illustrating the missing part.	Read student the story of The Three Little Pigs, leaving out the part where the wolf blows down the house of sticks	Draw a picture of the part the story left out.
05-02-02 Rhyming Words: Given word pairs, the student will be able to identify the rhyming pair.	1. did - had - kid - day 2. hair - air - ask - hand 3. thank - think - pink - park 4. sing - suit - belly - bring 5. wild - weed - nest - need	Have the student read the words in each row and draw line under the rhyming word
05-02-03 Antonyms: Given a list of words containing some words with opposite meanings, the student will be able to identify the two words which are antonyms.	before front back light white wet dry fast left right slow listen talk after dark black	Have pupils read a word in left hand column and select from the right hand column word whose meaning is the opposite.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Read student the story of The Three Little Pigs, leaving out the part where the wolf blows down the house of sticks	Draw a picture of the part of the story left out.	1. Story Records 2. Puzzles 3. Design Blocks & Patterns 4. What's Missing? Story cards - Milton Bradley
1. did - had - kid - day 2. hair - air - ask - hand 3. thank - think - pink - park 4. sing - suit - belly - bring 5. wild - weed - nest - need	Have the student read the words in each row and draw a line under the rhyming words.	1. Tape Recorder 2. Poems 3. Sounds of Music Reading Series
before front back light white wet dry fast left right slow listen talk after dark black	Have pupils read a word in the left hand column and select from the right hand column a word whose meaning is the opposite.	1. Crossword puzzles 2. Dictionary 3. State Reading Series

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-02-04 Synonyms: Given a list of words containing some words with related meanings, the student will be able to identify the two words which are synonyms.	1. We are going on a journey to the moon. (trip) 2. I have misplaced my book. (lost)	Have student read the sentences. Ask him to supply a word that has almost the same meaning as the word that has been underlined.
05-02-05 Homonyms: Given a word, the student will be able to supply a homonym for it.	sun _____ herd _____ an _____ here _____ knows _____ eye _____ to _____ bee _____	Think of another word that sounds the same, but has a different meaning.
05-02-06 Definitions: Given a word and its definition, the student will be able to write a sentence using the word.	astonishment = extreme surprise tempermental = easily excited or upset	Write a sentence using the words astonishment and tempermental.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
. We are going on a journey to the moon. (trip) . I have misplaced my book. (lost)	Have student read the sentences. Ask him to supply a word that has almost the same meaning as the word that has been underlined.	1. State Reading Series 2. Crossword puzzles 3. Dictionary 4. Password
sun _____ herd _____ an _____ here _____ knows _____ eye _____ to _____ bee _____	Think of another word that sounds the same, but has a different meaning.	1. Experience stories 2. State Reading Series 3. State Speller
stonishment = extreme surprise empermental = easily excited or upset	Write a sentence using the words astonishment and tempermental.	1. Dictionary 2. State Reading Series 3. Experience Stories

05 Achievement

02 Vocabulary Development

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-02-07 Multiple Meanings: Given a sentence with an underlined multi-meaning word, the student will be able to use the context of the sentence to identify the correct meaning of the word.	1. The <u>dinosaur</u> thundered along. 2. <u>Thunder</u> rolled in the distance.	Help student define thundered and note its function in the sentences (action). Note the use of thunder as a name of something.
05-02-08 Foreign Root Words: Student will know 10 words that have a foreign base.	Call attention to the word <u>platform</u>.	Explain that <u>plat</u> comes from a Greek word meaning "flat." Help pupils define platform, then have the word used in a sentence.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
...e dinosaur thundered ...ong. ...under rolled in the ...stance.	Help student define thundered and note its function in the sentences (action). Note the use of thunder as a name of something.	1. Dictionary 2. State Reading Series 3. Experience Stories
...attention to the word ...form.	Explain that plat comes from a Greek word meaning "flat." Help pupils define platform, then have the word used in a sentence.	1. Dictionary 2. State Reading Series 3. State Speller

05 Achievement

03 Comprehension

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-03-01 Main Ideas: After reading a selection, the student will be able to choose a general statement about the selection from a list containing both general and specific statements.	"What do you know about that?" said Miss Mary as the girls ran down the walk. "All afternoon, and not one word about a May basket for me."	Read the paragraph and decide what is the main idea. Put the idea into words like a title: Poor Miss Mary or Disappointed Miss Mary.
05-03-02 Sequencing Ideas: Given a list of scrambled events of a story, the student will be able to arrange them in sequential order.	Have a series of pictures on The Three Little Pigs in a mixed up order.	Have student arrange the pictures in the correct sequence and tell the story in his own words.
05-03-03 Recognizing Feeling: Given a paragraph describing a character in a particular situation, the student will be able to identify the emotion experienced by that character.	Read a paragraph on The Three Little Pigs when they were inside the brick house and the wolf was trying to blow it down.	Ask student how he thinks the three pigs felt at that time.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
lo you know about that?" ss Mary as the girls n the walk. "All after- nd not one word about asket for me."	Read the paragraph and decide what is the main idea. Put the idea into words like a title: Poor Miss Mary or Disappointed Miss Mary.	1. State Reading Series 2. Story Records 3. Mini's
series of pictures on ee Little Pigs in a p order.	Have student arrange the pictures in the correct sequence and tell the story in his own words.	1. Story Records 2. State Text 3. Personal Experiences 4. Explaining Dodgeball 5. Sequence Cards - Milton Bradley
paragraph on The Three Pigs when they were the brick house and the s trying to blow it	Ask student how he thinks the three pigs felt at that time.	1. Story Records 2. Music Appreciation 3. State Reading Series 4. Charades

05 Achievement

03 Comprehension

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-03-04 Drawing Conclusions: Given a passage missing its conclusion, the student will be able to orally state a logical outcome: list the reasons for his conclusions.	Read the story Charlottes Webb to the last chapter.	Ask student to tell how he thinks the story will end.
05-03-05 Drawing Inferences: Given a selection in which only facts are presented, the student will be able to identify a conclusion which may be infined from the material.	Read the story "King Midas' Touch."	What does this story infer?
05-03-06 Figures of Speech: Given a Figure of Speech the student will be able to explain its meaning.	Give the phrase "ear for music."	Ask the student to explain w this phrase means.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ead the story Charlottes ebb to the last chapter.	Ask student to tell how he thinks the story will end.	1. State Text 2. Experience Stories 3. Story Records 4. Charades
ead the story "King Midas' ouch."	What does this story infer?	1. State Reading Series 2. Newspaper Articles 3. History Lessons 4. Charades
ive the phrase "ear for usic."	Ask the student to explain what this phrase means.	1. Locate figures of speech in magazines. 2. State Reading Series 3. Figures of Speech used in different parts of our country.

05 Achievement

03 Comprehension

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-03-07 Recognizing Absurdities: Given an exaggerated narrative such as a tall tale, the student will be able to identify an example of exaggeration.	Read the story "Paul Bunyon".	Have the student list five absurdities in the book.
05-03-08 Detail Recall: The student will be able to recall details from a selection read.	Have the student read "Charlotte's Web."	Ask the student to name five characters in the story and what animals they were.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ad the story "Paul Bunyon".	Have the student list five absurdities in the book.	1. State Reading Series 2. Comic Strips 3. Fairy Tales
ve the student read harlotte's Web."	Ask the student to name five characters in the story and what animals they were.	1. History Lesson 2. State Reading Series 3. Field Trip

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-04-01 Alphabetical Sequencing: Given a random list of words in which the first and second letter are the same, the student will be able to arrange the words in alphabetical order.	Give list of words to student part said great name shore leave sabot leap fast team great ship grim inch past	Put these words in alphabetic order.
05-04-02 Following Directions: Given a set of 5 directions the student will be able to complete them on the first attempt.	Stand up. Turn around two times, walk to the door, pick up the pencil and then sit down.	Teacher states "I am going to give you some directions. Now let's see if you can do exactly as I say.
05-04-03 Classifying: Given several headings and a group of items, the student will be able to classify them according to the categorical headings.	Spring Summer Winter Fall hot buds snow hibernation swimming Thanksgiving skiing Easter red leaves Christmas	List the words under the correct titles.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
ve list of words to student rt said great me shore leave bot leap fast am great ship im inch past	Put these words in alphabetical order.	1. State Speller 2. State Reading Series 3. Library
and up. Turn around two mes, walk to the door, ck up the pencil and then t down.	Teacher states "I am going to give you some directions. Now, let's see if you can do exactly as I say.	1. "Simon Says" 2. State Reading Series 3. Worksheet with List of Directions
ring Summer Winter Fall t buds ow hibernation imming Thanksgiving ling Easter d leaves Christmas	List the words under the correct titles.	1. Library 2. State Reading Series 3. Science Project

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-04-04 Use of Dictionary/Encyclopedia: Given a list of words/topics, the student will be able to locate each word/topic in the dictionary/encyclopedia by using its alphabetical listing or volume number on the corner.	Tense Comparison Mood Gender Case	Look up these words in the dictionary and give me the page number on which it is located.
05-04-05 Use of Charts / Maps: The student will be able to read and interpret facts from a chart and map.	Write United States, Canada and France on a paper. Give the student a world map.	1. Have the student locate on the map the area where they live in the United States. 2. Have students locate Canada and France on the map and tell which is closer to where they live.
05-04-06 Use of Newspapers / Magazines: Student will be able to locate advertising, editorials, feature articles, headlines and back reviews in a Newspaper or magazine.	Give the student a newspaper.	Ask student to locate a large ad and tell what is being sold and what does the advertiser say about his product.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
nse mparison od nder se	Look up these words in the dictionary and give me the page number on which it is located.	1. History Report 2. Crossword Puzzle 3. State Speller
Jnited States, Canada nce on a paper. Give dent a world map.	1. Have the student locate on the map the area where they live in the United States. 2. Have students locate Canada and France on the map and tell which is closer to where they live.	1. State Reading Series 2. Draw Map of school, house, playground 3. History Text 4. The Earth - Map and Globes
e student a news-	Ask student to locate a large ad and tell what is being sold and what does the advertiser say about his product.	1. Make classroom or school Newspaper 2. Do survey on what magazines people read 3. State Reading Series

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-04-07 Use of Time-Tables / Diagrams Flow-Charts: Student will be able to interpret information for a practical purpose using a time tables, diagram or flow chart.	Give the student a bus schedule for his area.	Ask the student "If you wanted to go from your house to the beach what bus would you take, what time would you leave, and what time would you come home?"
05-04-08 Summarizing: Given a story the student will be able to summarize the main ideas in one paragraph.	Have the student read "The Three Little Pigs."	Write on paragraph stating briefly what the story is abo
05-04-09 Outlining: The student will be able to read an article, extract facts, and use these facts in completing a simple outline.	Ask student to write down what he knows about surfing.	Have student put his ideas ab surfing in outline form using Roman Numerals with two subheadings for each. I II A. A. B. B.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
he student a bus ule for his area.	Ask the student "If you wanted to go from your house to the beach what bus would you take, what time would you leave, and what time would you come home?"	1. Text - The Earth Map and Globes 2. State Reading Series 3. Airplane and Train Schedules 4. Diagram or Flow Chart for number of books read
he student read "The Little Pigs."	Write on paragraph stating briefly what the story is about.	1. State Reading Series 2. History Lesson 3. Book Report
udent to write down e knows about surfing.	Have student put his ideas about surfing in outline form using Roman Numerals with two subheadings for each. I II A. A. B. B.	1. Book Report 2. Roberts English 3. State Reading Series

05 Achievement

04 Study Skills

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-04-10 Library Skills: Given a library catalogue card (author, title, subject) the student will be able to identify and use this type of card.	1. "Charlottes Webb." 2. Information on Peru. 3. Book by the author Fred Gipson. 4. Book on cats.	Ask student to locate list of material in the library.
05-04-11 Use of Graphs / Tables: Given a Graph or Table student will be able to answer questions regarding the graph or table.	Amount of Snowfall inches 5 4 3 2 1 0 Jan. Feb. March April	Ask students to answer these questions about the graph. 1. Which month had the most snow fall? 2. Which month had the least snow fall? 3. How much snow fell in the 4 months listed?

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
harlottes Webb." formation on Peru. ok by the author ed Gipson. ok on cats.	Ask student to locate list of material in the library.	1. Set up class library with students rotating as librarian 2. State Reading Series 3. State Speller
ount of Snowfall Feb. March April	Ask students to answer these questions about the graph. 1. Which month had the most snow fall? 2. Which month had the least snow fall? 3. How much snow fell in the 4 months listed?	1. Text - The Earth Maps and Globes 2. State Reading Series 3. Make graph or Table on weekly spelling texts

05 Achievement

05 Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-01 Comparison of Objects: Child can compare objects that are the same with regard to a particular property.	Student will locate object in reference to another.	1. Place several objects on table and ask child to identi layout object. Do the same exercise for: smallest, long- est, tallest and heaviest. 2. Select two objects and have child tell ways they ar alike or different. 3. Place several objects on table and ask child to selec 2 objects of the same length color, or shapes.
05-05-02 Cardinal Numbers: Student will be able to identify and write any numeral from 0 to 999.	Instructor will name a number which student will point to on a number line or book page. Instructor will point to a number which student will be able to name.	1. Student will write numbers 1 through 100. 2. Given a number line stude will be able to identify odd or even numbers. 3. Student will count and wr by fives; tens to 100 with correct sequence. 4. Given any numeral 1-999 student will be able to iden tify the numerals as a col- lection of ones, tens, and hundreds. Example: 114= 1 hundred, 1 ten, and 4 ones.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Student will locate object in reference to another.	1. Place several objects on table and ask child to identify layout object. Do the same exercise for: smallest, longest, tallest and heaviest. 2. Select two objects and have child tell ways they are alike or different. 3. Place several objects on table and ask child to select 2 objects of the same length, color, or shapes.	1. Use Modern School Math - Level K - pages 1-10. 2. Given 2 nonequivalent sets, student identifies set which has more or less numbers. 3. Given a set the student will be able to identify an equal set.
Instructor will name a number which student will point to on a number line or book page. Instructor will point to a number which student will be able to name.	1. Student will write numbers 1 through 100. 2. Given a number line student will be able to identify odd or even numbers. 3. Student will count and write by fives; tens to 100 with correct sequence. 4. Given any numeral 1-999 student will be able to identify the numerals as a collection of ones, tens, and hundreds. Example: 114= 1 hundred, 1 ten, and 4 ones.	1. Modern School Math - Level K - pages 45-54. 2. Modern School Mathematics Book 2, page 291. 3. Modern School Mathematics Book 3, pages 18-27. 4. Use of abacus. 5. Use of Questionaire Books. 6. Use of Geo-boards.

Achievement

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-03 Addition Without Regrouping: Student will recognize "families of facts". Given one, two or three place problems the student will be able to find the sum without regrouping.	Student will recognize "Families of facts: by identifying the missing number or the set: 2+1=3, 2+ =3, +1=3. Student joins the sets of ones, then the sets of twos and the sets of hundreds. Form examples. 4 hundreds, 3 tens, 5 ones and a set of 3 hundreds, 6 tens, and 2 ones, you join the ones to form a set of 7 ones, then tens to form a set of 9 tens and the hundreds to form a set of 7 hundreds.	1. Place a set of 3 clothespi and a set of 6 clothspins on a piece of cardboard. Show th student the cards and ask the to name the sets they see, (3-6). Turn the card around, ask them to name the sets they see now (6-3). Ask "Is the number the same which ever way the sets are joined?" 2. Ask one student to perform as they place addition exercis on the abacus while another student writes on the chalkboa the related expanded numeral method.
05-05-04 Addition with Regrouping: Given a problem in addition with place values of hundrens, tens and ones in vertical format, the student will be able to solve the problem with regrouping.	463 = 400+60+3 212 200+10+2 +114 100+10+4 700+80+9= 789	1. Use abacus to demonstrate the addition problem. Place 3 discs + 2 discs + 4 discs on the one's rod, 6 discs + 1 disc + 1 disc on the ten's rod and 4 discs + 2 discs + 1 disc on the hundred's rod. Write the related addition on the chalkboard.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Student will recognize "Families of facts: by identifying the missing number or the set: 2+1=3, 2+ =3, +1=3. Student joins the sets of ones, then the sets of twos and the sets of hundreds. Form examples. 4 hundreds, 3 tens, 5 ones and a set of 3 hundreds, 6 tens, and 2 ones, you join the ones to form a set of 7 ones, then tens to form a set of 9 tens and the hundreds to form a set of 7 hundreds.	1. Place a set of 3 clothespins and a set of 6 clothspins on a piece of cardboard. Show the student the cards and ask them to name the sets they see, (3-6). Turn the card around, ask them to name the sets they see now (6-3). Ask "Is the number the same which ever way the sets are joined?" 2. Ask one student to perform as they place addition exercise on the abacus while another student writes on the chalkboard the related expanded numeral method.	1. Modern School Math Text "Families of Facts" Book II, pages 31, 43, 49, 50, 116, 132, 137, Book III: pages 35, 48, and 57. 2. Modern School Math Text Book III, Pages 110-113, 121, 125, 158, 199, 279. 3. Abacus 4.
463 = 400+60+3 212 200+10+2 +114 100+10+4 700+80+9= 789	1. Use abacus to demonstrate the addition problem. Place 3 discs + 2 discs + 4 discs on the one's rod, 6 discs + 1 disc + 1 disc on the ten's rod and 4 discs + 2 discs + 1 disc on the hundred's rod. Write the related addition on the chalkboard.	1. P. Modern School Math Text Book 3, pages 40-43, pages 94-95. 2. Use ice cream sticks for bundles of tens and ones. 3. Make place value charts. 4. Abacus.

Achievement

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-05 Column Addition With Carrying: Student will be able to complete these place addition which involves renaming ones as tens, tens as hundreds and hundreds as thousands.	654 +587 11 ones 130 tens 1,100 hundreds 1,241	a. Show 654 on the abacus. b. Put 7 more discs on the one's rod, 8 more on the ten's rod and 5 more on the hundred's rod. Emphasize that you are temporarily overloading the one's, ten's, and hundred's rods, therefore, you must exchange 10 one's discs for 1 ten disc, 10 ten's disc for 1 hundred's disc, and 10 hundred's discs for 1 thousand's disc. c. Remove 10 discs from one's rod, put on 1 more disc on ten's rod, remove 10 discs from ten's rod and put 1 more disc on the hundred's rod, etc.
05-05-06 Subtraction Without Regrouping: Given a three-placed subtraction problem without regrouping the student will be able to identify the difference.	9 tens 8 ones -5 tens 6 ones ___ tens ___ ones	1. Step 1: 8 ones minus 6 ones is 2 ones. Step 2: 9 tens minus 5 tens is 4 tens. 2. 98 -23 Step 1: 8-3=5 75 Step 2: 90-20=70

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
654 +587 11 ones 130 tens ,100 hundreds ,241	a. Show 654 on the abacus. b. Put 7 more discs on the one's rod, 8 more on the ten's rod and 5 more on the hundred's rod. Emphasize that you are temporarily overloading the one's, ten's, and hundred's rods, therefore, you must exchange 10 one's discs for 1 ten disc, 10 ten's disc for 1 hundred's disc, and 10 hundred's discs for 1 thousand's disc. c. Remove 10 discs from one's rod, put on 1 more disc on ten's rod, remove 10 discs from ten's rod and put 1 more disc on the hundred's rod, etc.	1. Modern School Math Book 3, pages 180-182, Book 4, pages _____ 2. Abacus 3. Place Value Chart. 4. Colored rods designating ones, tens, hundreds and thousands.
9 tens 8 ones -5 tens 6 ones ___ tens ___ ones	1. Step 1: 8 ones minus 6 ones is 2 ones. Step 2: 9 tens minus 5 tens is 4 tens. 2. 98 -23 Step 1: 8-3=5 75 Step 2: 90-20=70	1. Modern School Math Book 3, pages 106-109. 2. Abacus 3. Colored rods 4. Ice cream stick. 5. Squared paper.

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-07 Subtraction With Regrouping: Given a three-place subtraction problem with regrouping the student will be able to identify the difference.	572 = 500 + 60 + 12 -236 - 200 - 30 - 6 336	Step 1: Rename 572 as 500 + 60 + 12 Step 2: 12 - 6 = 6 Step 3: 60 - 30 = 30 Step 4: 500 - 200 = 300
05-05-08 Multiplication Facts: Student will know his times tables through 12.	__ x 3 = 21 3 x 7 = __ 7 x _ = 21	Have student place 7 sets of 3 on his and write the related equations: 7x3=2. Then have him place 3 sets of 7 on his desk and write the related equation: 3x7=21. Have student then complete equation at left. Repeat process with other examples.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
572 = 500 + 60 + 12 -236 - 200 - 30 - 6 336	Step 1: Rename 572 as 500 + 60 + 12 Step 2: 12 - 6 = 6 Step 3: 60 - 30 = 30 Step 4: 500 - 200 = 300	1. Modern Math Book 3, pages 118 - 112 + 158. 2. Colored rods. 3. Abacus. 4. Draw subtraction table on page 121, Book 3 on Modern Math.
__ x 3 = 21 3 x 7 = __ 7 x _ = 21	Have student place 7 sets of 3 on his and write the related equations: 7x3=2. Then have him place 3 sets of 7 on his desk and write the related equation: 3x7=21. Have student then complete equation at left. Repeat process with other examples.	1. Flash Cards of Multiplication Facts. 2. Number lines. 3. Buttons. 4. Number patterns, pages 104 and 105, Book 4, Modern Math.

Achievement

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-09 Multiplication of 1,2,3 Place Multiers: Given a 3 place multiplication problem in vertical arrangement involving regrouping the student will be able to identify the product.	239 x 48 1912: 8 x 239 9560: 40 x 239 11472: 48 x 239	1. Have student complete sequences of multiplications like the following to establish the effect of renaming. See pages 98 - 133, Book 5, Modern Mathematics.
05-05-10 Division Facts: Student will know that multiplication and division are reverse operations.	1. 3 x 4 = 12 4 x 3 = 12 12 ÷ 4 = 3 12 ÷ 3 = 4	Construct factor - procuct cards like the following: 3x4=n $n \div 4 = 3$ 3xn=12 $12 \div 4 = n$ $3\overline{)\,n}^{\,4}$ $4\overline{)\,n}^{\,3}$ $3\overline{)\,12}$ $4\overline{)\,12}^{\,n}$ Show the cards one at a time asking student to name the product or missing factor.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
239 48 912: 8 x 239 560: 40 x 239 472: 48 x 239	1. Have student complete sequences of multiplications like the following to establish the effect of renaming. See pages 98 - 133, Book 5, Modern Mathematics.	1. Number line. 2. Match each number of one set to each number of another set.
3 x 4 = 12 4 x 3 = 12 2 ÷ 4 = 3 2 ÷ 3 = 4	Construct factor - procuct cards like the following: 3x4=n n÷4=3 3xn=12 12÷4=n 4) n 4) n 3) 12 4) 12 Show the cards one at a time asking student to name the product or missing factor.	1. Abacus. 2. Place Value Chart. 3. Squared Paper. 4. Colored Rods. 5. Number Line.

Computational Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-11 Division with 1, 2, 3 Place Division or Dividend.	1. $23\overline{)575}$ 460 115 115 0 Step I. 20x23=460 Step II. 575-460=115 Step III. 5x23=115 Step IV. 115-115=0	See pages 124, 126 and 127 in Modern Math Book 5.
05-05-12 Fractions: Student will know equivalent fractions, addition, subtraction and multiplication of fractions.	1. 2/3 = 4/6 2. 1/3 + 1/6 = 3/6 or 1/2 3. 1/2 - 1/3 = 1/6 4. 1/5 x 1/4 = 1/20 5. 3/7 ÷ 1/2 = 6/7	Modern Math Book 5: 1. See pages 208 - 215. 2. See pages 228 - 231. 3. See pages 228 - 259. Modern Math Book 6: 465. See pages 234 - 267.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
23)575 460 115 115 0	See pages 124, 126 and 127 in Modern Math Book 5.	1. Modern Math Book 5, pages 98 - 133.
I. 20x23=460		
II. 575-460=115		
III. 5x23=115		
IV. 115-115=0		
/3 = 4/6	Modern Math Book 5:	1. Student Make Fraction Kits of 1/2's, 1/4's, 1/8's, etc., out of construction paper.
/3 + 1/6 = 3/6 or 1/2	1. See pages 208 - 215.	
/2 - 1/3 = 1/6	2. See pages 228 - 231.	2. Flannel Board.
/5 x 1/4 = 1/20	3. See pages 228 - 259.	
/7 ÷ 1/2 = 6/7	Modern Math Book 6:	
	4&5. See pages 234 - 267.	

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-05-13 Roman Numerals: Student will know the value of Roman Numerals to 1,000.	1. I = 1 2. V = 5 3. X = 10 4. L = 50 5. C = 100 6. D = 500 7. M = 1,000	The value of a Roman Numeral is the sum of the values of the individual digits. In a Roman Numeral, when a symbol for a lesser number is written to the left of a symbol for a greater number, the lesser number is subtracted from the greater.
05-05-14 Decimals: Student will know the value of the decimal point and be able to add and subtract decimals.	1. $\begin{array}{r} .4 \\ +.8 \\ \hline 1.2 \end{array}$ $\begin{array}{r} .8 \\ -.4 \\ \hline .4 \end{array}$	Students discover that the point is used to separate the whole numbers from the fractional numbers. As 4&1/2 is the same as 4.5. Also that addition and subtraction with decimal fractions follow the same rules as for whole numbers.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
I = 1 V = 5 X = 10 L = 50 C = 100 D = 500 M = 1,000	The value of a Roman Numeral is the sum of the values of the individual digits. In a Roman Numeral, when a symbol for a lesser number is written to the left of a symbol for a greater number, the lesser number is subtracted from the greater.	1. a. IX = 9 b. XXI = 21 c. CCXL = 240 d. DCCL = 750 2. Modern Mathematics Book 6, page 22. 3. Numbering at the beginning of most texts.
.4 + .8 = 1.2 .8 - .4 = .4	Students discover that the point is used to separate the whole numbers from the fractional numbers. As 4&1/2 is the same as 4.5. Also that addition and subtraction with decimal fractions follow the same rules as for whole numbers.	1. Modern Mathematics Book 5, pages 3 and 7. 2. Modern Mathematics Book 6, pages 302 - 307.

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-06-01 Value of Coins: Student will know the values of all coins and be able to make change from a $10 bill.	1. Compares value of coins (dime is worth more than nickel). 2. Combine coins to equal an odd total up to 99¢. 3. Counts out correct change for $10 bill for $2.37 purchase.	1. Use play money and store to show value of money. 2. Ask student to give value in cents of one dime, one nickel, and two pennies. 3. Have student make up a problem involving money. Write it on a card with answer on the back. Student then exchanges cards.
05-06-02 Days of Week/Months of Year: Student will know the days of the week and months of the year.	1. Name the days of the week. 2. Name the months of the year. 3. What is the day, date, month and year?	1. Have bullentin board with large calendar showing names of days and months. 2. Locate days, and months on a calendar at random.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
1. Compares value of coins (dime is worth more than nickel). 2. Combine coins to equal an odd total up to 99¢. 3. Counts out correct change for $10 bill for $2.37 purchase.	1. Use play money and store to show value of money. 2. Ask student to give value in cents of one dime, one nickel, and two pennies. 3. Have student make up a problem involving money. Write it on a card with answer on the back. Student then exchanges cards.	1. Modern Mathematics Book 3, pages 15 - 17, and 148 - 149. 2. Work as ice cream salesman or lunch salesman at school.
1. Name the days of the week. 2. Name the months of the year. 3. What is the day, date, month and year?	1. Have bullentin board with large calendar showing names of days and months. 2. Locate days, and months on a calendar at random.	1. Modern Mathematics Book 3, pages 12. 2. Cut up old calendars and have students put back in order.

Practical Math

SKILL OBJECTIVE	SKILL EXAMPLE	INSTRUCTION
05-06-03. Tell Time: Given a clock face, the student will be able to identify the time shown.	1. Have student draw time on a clock showing five past three. 2. Have a clock set at a specific time, ask child what time it is.	1. Have a clock made of card board in front of the child. Introduce concept of telling time to five minutes. 2. Introduce concept of tell time by hour, half-hour and quarter hour. 3. Introduce concept of: Quarter to four, and Quarter past four.
05-06-04 Use of Measuring Tools: Student will be able to solve problems using cups, pints, quarts, gallons, pounds, ounces; and inches, feet, and yards.	1. How many quarts in a gallon. 2. How many inches in a foot. 3. Measure the length of your table.	1. Using cups, pints, quarts and gallons containers have students measure out specif amounts of water. 2. Have students measure different objects in the room or parts of his own body.

SKILL EXAMPLE	INSTRUCTION	SUPPLEMENTAL IDEAS
Have student draw time a clock showing five st three. Have a clock set at specific time, ask child at time it is.	1. Have a clock made of cardboard in front of the child. Introduce concept of telling time to five minutes. 2. Introduce concept of telling time by hour, half-hour and quarter hour. 3. Introduce concept of: Quarter to four, and Quarter past four.	1. Modern Mathematics Book 3, pages 150 --- 2. Set up activities to begin and end at certain time with student in charge of keeping track of the time.
How many quarts in gallon. How many inches in foot. Measure the length your table.	1. Using cups, pints, quarts and gallons containers have students measure out specified amounts of water. 2. Have students measure different objects in the room or parts of his own body.	1. Modern Mathmatics Book 2, 3, 4, 5 and 6. 2. Children keep record of growth. 3. Children measure out specific amounts of food to pets keeping a weekly record of amount pet was fed.